Value Code shifting

Reaching the Hard-to-Reach Student

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Content of This Unit

APPENDIX

INTRODUCTION

What are Value Codes?

Students come to us with very different belief systems. These beliefs motivate both the students' behavior as well as their interest in academics. They will respond to items they consider important and ignore those that have no meaning to them.

As professionals, we have our own belief systems that motivate us as well. We see certain skills and attitudes as being worthwhile and others as being destructive. Unfortunately, what we see as being important and what the students (and for that matter, families) see as important may be two different things!

In this unit, we will quickly explore the four value codes and learn how to shift between them in order to increase student motivation and cooperation. We will then look at specific ways to use this information to enhance classroom learning and deal with behavior problems.

We will finish the unit by applying the same principles to work with families in order to increase their willingness to become involved in school functions and their child's education and behavior support.

The Value Code Continuum

Value codes are rather interesting. The continuum of values is not based on which "is better" but rather the strength of the code itself. The top code, Religious and Spiritual Code, is unusually strong and stable over time. The lowest code, Personal Code, tends to fluctuate, especially in difficult situations. Let's explore each of the four value codes in order of strength, strongest/most stable to the weakest.

Religious/Spiritual Code

People operating at this code level are guided in their behavior decisions by the spiritual or religious code they embrace. Many people feel they operate at this code level, but if they deviate from their religion significantly (i.e. disagree with some beliefs of their religion and refuse to follow them) then they really are operating at personal code instead. Their personal code just happens to include some religious and spiritual concepts.

To really be at this code level, the person must basically "make decisions about behavior based on the dictates of their religion/spiritual belief system". Realize that this is not a thoughtless or robotic response. It is a commitment to something that many people have analyzed and found worthy of their belief. They will see things as right/wrong or good/evil based on their religious perspective and will also use this code to guide daily activities, often seeing them as part of their duty or vocation.

Family/Traditional Code

People operating at the Family/Traditional Code will determine what they should do based on "what has always been done" and/or the actions of their parents and grandparents. They will observe these

models and mimic them in their daily life. In many countries, traditions and religious rules may overlap to a degree. Usually, though, one of the code levels will have a greater strength. The behaviors may be the same but the rationales for them will vary.

For example, children may be taught to show respect to adults in both codes, but at the religious code level the reason behind the behavior is a religious rule (i.e. 10 commandments, etc.) and at the family code level the children are taught that you "should respect your elders" as a tradition or family rule. Same behavior but different rationale…

Legal/Civic Code
People using the Legal/Civic Code will make decisions based on how that behavior will be viewed by different levels of society. This may include civic codes that are determined by the legal system, and in other cases, it will involve less formal systems, including school, classroom, or club rules.

Civic code varies a great deal because so many different groups, school districts, and community organizations are involved. This leads to conflicts that may cause the person to drop down to personal code to eliminate the problem. For example, a college student may typically operate at Civic Code and believe it is illegal to vandalize but may make a personal decision to go ahead and do it in order to gain entry to a club that does not hold this value.

The drop to civic code can be a large one and difficult for teachers, many who are basing their decisions on religious/spiritual or family/traditional beliefs. Students at civic code make their decisions based on the rules around them. In many schools, there are rules against physically assaulting teachers but there may not be specific rules about **respecting them**. So, these students may follow the "letter of the law" and not touch teachers or call them certain names, but true respect in terms of attitude may not necessarily be shown. A small distinction but an important one!

Personal Code

People using Personal code personally determine which behaviors and actions they will use. They will pick up and drop behaviors and beliefs based on their feelings at that moment, so this code level may be very fluid. Decisions based on this code level will not necessarily follow logic or remain consistent over time since the person's perception may change rapidly. People using personal code often will embrace many behaviors and beliefs that are typically seen as religious, traditional, or civic-based. The difference is **THEY pick and choose** which ones to follow. Their perception is the ultimate authority when these decisions have to be made.

Value Code Shifting---THE Critical Skill

Now that we have examined the Value Code Continuum, it is clear that children come to us with very different value beliefs. Each teacher will also have a code preference that will influence their interactions with children and the way they view misbehavior.

In addition, each school has a code level as well. Parochial schools are obviously at Religious Code; some isolated public schools may be as well, even though this is not the norm any longer. Most public schools fall in the Traditional Code to the Civic Code range, with the more urban schools usually towards the Civic end due to the increased diversity. Lastly, some schools promote Personal Codes and believe that "children should form their own values without adult interference". They are fewer in number, but do exist.

Teachers should realize how the code level of their school impacts their stress level. If there is a big difference between a person's personal code and the code of their workplace, some stress will be felt. So, a religious code teacher may worry that certain misbehaviors are being ignored in a civic code school, and a personal code teacher may worry that a religious code school's policies about behavior are too strict or lax.

So, how can any teacher manage this maze of belief systems and survive? The key technique is to *Value Code Shift*. This will allow you to unify the various codes in your room and motivate children to learn skills that may not be considered important in their current value system. <u>Value code shifting is probably the most critical technique that can be used to encourage children to change behavior patterns and learn difficult academic skills</u>.

In order to use value code shifting well, you really have to know your students. You have to figure out their dreams, beliefs, and motivations so you can use them. In addition, you will need to put some time and thought into how to weave these into the lessons or behavior supports that each student needs to succeed. It is not an easy path to follow, but I have found that it allows me to encourage the cooperation of even the most difficult student, regardless of age. That does not mean you will perfectly motivate everyone, but it definitely will increase your success rate.

Please know that in most cases, <u>you will need to interact at personal code to achieve the greatest success</u>. Since this code level is now so common, I have just gone ahead and brought all my teaching and behavior support down to this level. It works in any setting and with any family and child, so it is probably the best way for most teachers to operate. The basic technique on how to shift to this personal code can be found on the next page, and all other examples will follow this code as well.

Working at the Personal Code

The key to value code shifting down to the personal code level is to determine which career or skill the student is interested in and use that as the motivation for the lesson or program. You really can use just about any concept and make it work with just a little twisting.

For example, when I worked with a little one who wanted to be a race car driver, I related his program "staying in my seat" back to that interest. I showed him that race cars are very small inside so the instruments could be bumped and damaged easily. This served as the basis of his behavior program, and he worked hard to learn the skill not because it was right/wrong (religious code), the way he should act in school (traditional code), or due to classroom rules (civic code). He learned at his personal code--- "getting ready to be a race car driver".

So, a group of children learning to keep a quiet body might learn the skill for different reasons:

Football:	Have to stay still at line of scrimmage, or you will be declared "off-sides"
Basketball:	Have to stay still until jump ball or free throw is completed to avoid penalties
Modeling:	Have to stay still or the pictures will be blurry
Science:	Have to wait until the exact right moment to mix chemicals, etc.
Dance:	Have to stay still until the correct starting count for your part
Surgery:	Have to control body, not scratch nose, etc. while in surgery

We will start exploring how this simple concept can be used by looking at classroom applications, then move on to behavior programs, and finish with some ideas that can be used with families.

CLASSROOM SUPPORT
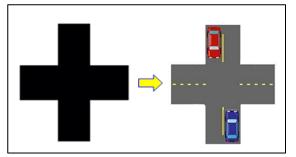
Early Childhood Classrooms

Any academic skill will make more sense if related back to a young child's own experience. We attempt to do this with most skills on a daily basis because we understand the nature of early childhood teaching. But, we can take this concept one step further *by exploring how to help individual students who are struggling due to lack motivation or repeated failure*. Here are two examples to get you started thinking this way… Visual cues for both can be found in the Early Childhood Appendix (page 33).
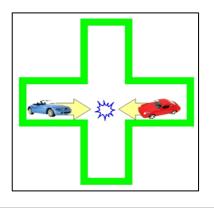
Unable to Understand Addition
A student could not understand the concept of addition. He could not remember the sign for the operation nor what he should do. Since he had failed this skill for almost two years, he had no motivation to continue. His personal code involved a strong fascination with cars and policemen.
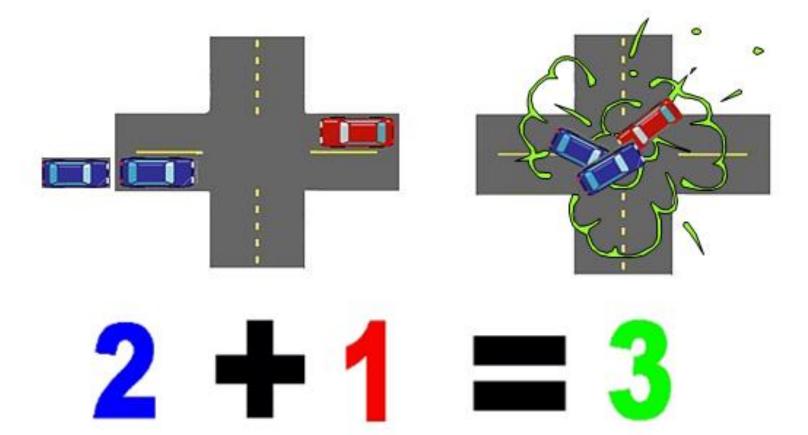
He was taught that the "+" sign resembled a four-way stop for cars.

When cars come to that four-way stop and do not obey the stop signs, they crash into a pile in the center of the intersection. The drivers then have to call the police to make a crash report.
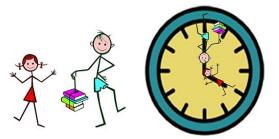
Addition is seeing how many cars were involved in the crash so the police can make an accurate report on the accident. The numbers next to the "+" sign would tell him how many cars came into the intersection from the two directions, and the "=" (the roads) would tell him how many crashed when those two roads/sets of cars crashed.
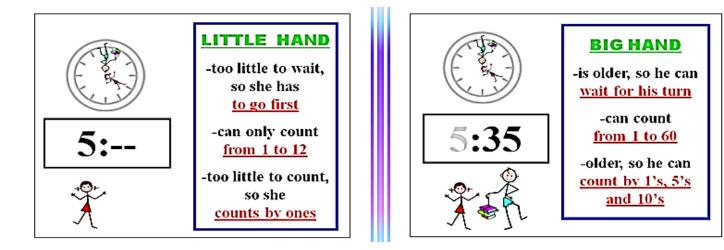
$$2 + 1 = 3$$

This worked like a charm. The personal code of loving cars helped the visual cues make sense, and the chance to work with miniature cars and "make police reports" gave him the motivation to continue with the lessons. The need for the skill now had personal meaning to him. There was finally a "good reason to have to learn addition" in his mind. He had to learn how to add if he was ever going to be able to become a police officer and make "good crash reports"! ☺ We used his personal value to motivate his lesson, the essence of value code shifting.

Inability to Read Clock Hands

A third-grade student with a developmental delay had still not mastered learning to read the hands of a clock despite working on the skill since first grade. He was embarrassed and refused to work on it any longer. Because of his disability, he felt strongly about being seen as "big". Since he was often behind other students his age, he talked mostly about "being bigger than his sister", who was in kindergarten. To begin, the hands were cued with the **big** hand representing him and the little hand his little sister:

The difference between the two hands was then explained in this manner.

LITTLE HAND

-too little to wait, so she has **to go first**

-can only count **from 1 to 12**

-too little to count, so she **counts by ones**

5:--

BIG HAND

-is older, so he can **wait for his turn**

-can count **from 1 to 60**

-older, so he can **count by 1's, 5's and 10's**

5:35

The child learned the skill after only one lesson! It will not always go this quickly, but anytime you bring the skill down to the child's personal code and create meaning, you are more likely to have success. Let's move on to some examples for children in upper elementary.
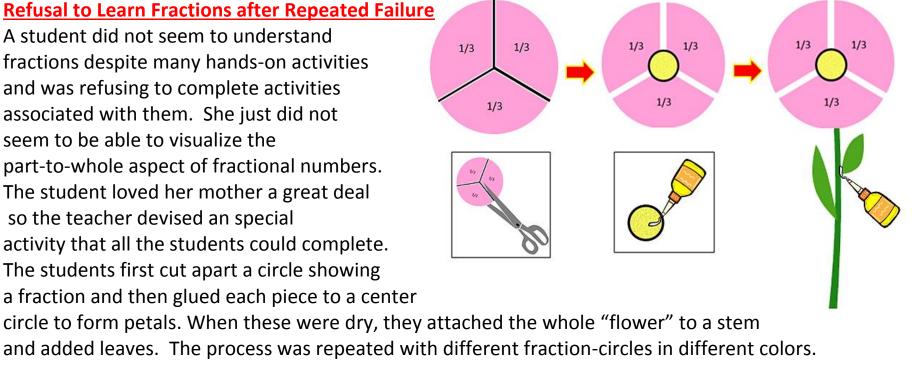
Middle Childhood Classrooms

As children get older, value code shifting becomes a bit easier. Most topics can be easily embedded in general activities for the total classroom, and the connection can often just be pointed out verbally. Here is one simple and two more involved activities to get you started:
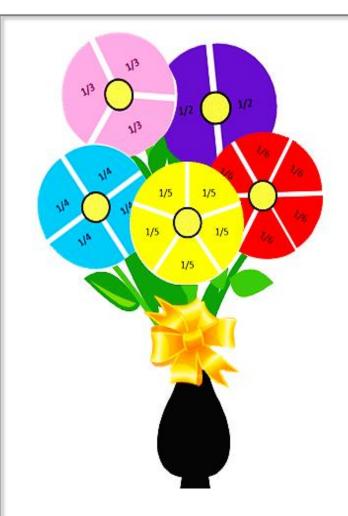
Refusal to Work on Word Dictionary
A student disliked completing his word dictionary, a task that was done weekly. The teacher made a point of explaining how the words would be used by many different professions, including an architect, the profession of most interest to this student. This helped a great deal. He did not like the task any better, but he began to write the words without protest. He now saw them useful for his personal goal.

Refusal to Learn Fractions after Repeated Failure
A student did not seem to understand fractions despite many hands-on activities and was refusing to complete activities associated with them. She just did not seem to be able to visualize the part-to-whole aspect of fractional numbers. The student loved her mother a great deal so the teacher devised an special activity that all the students could complete. The students first cut apart a circle showing a fraction and then glued each piece to a center circle to form petals. When these were dry, they attached the whole "flower" to a stem and added leaves. The process was repeated with different fraction-circles in different colors.

All the students were eager to complete the activity, and the child who hated fractions joined right in since she knew the "art project" was for her mother.

Once all the children had constructed flowers of different fractions, the teacher talked with the children about which flowers they liked best and why. The child in question began to understand that the "1/6" flower she liked better had six petals and each petal was smaller than the other flowers with 1/3, 1/4, etc., the first time she had shown this recognition.

The teacher then taught a quick lesson on flower arranging and had the children arrange their flowers in a vase with a bow. They then were able to take their "Fraction Flower Bouquet" home as a present for a special person.

Dislike of Roman Numerals

A student was having difficulty understanding the concept of Roman Numerals. The student already did not care for math, and the added burden of dealing with numbers in a different form was just asking too much, as far as he was concerned! The student loved video games and anything to do with knights, castles, and other historical concepts.

The teacher decided to develop a unit on the Middle Ages. There were students who needed some extra work on writing, some with fine motor issues, and this young man who was struggling with Roman Numerals. The teacher guided the students into "guilds" that would target their individual needs. The students with writing issues were creating manuscripts, the ones with fine motor concerns were working on calligraphy, and the student who needed work on Roman Numerals was given an "overseer" role and was asked to document serf crop output for the king (on paper that was created in a science lesson). Since this report had to mirror the math of the period, it was written in Roman Numerals.

The unit eventually took on a life of its own with other students learning to weave, card wool, preserve food with salt, design clothing, make candles, crochet, and many other related tasks. It was a simply wonderful unit that encouraged the children to work extra hard to complete their daily assignments so they could move on to their "free time" and Middle Ages work. Definitely a motivating unit for each and every child in that classroom!

Classrooms for Older Students

As you move into the older age group, the task of integrating this type of approach becomes more specialized and time intensive. Because of this reality, you will probably be somewhat limited in what you can do within the regular curriculum/class period. Try to link content at least verbally by briefly mentioning how different professions use the material being covered.

If you are working with a special population, though, you will have the ability to do this at a more intense level. Many of these students have experienced repeated failure, so having the chance to learn and excel will drive them forward, especially if it targets an interest. A little success goes a long way!

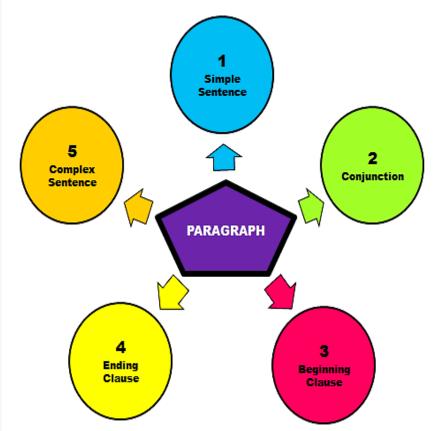**Failure to Learn Percentages and a Dislike of Writing**
At times it is possible to weave to concepts together. In this case, a student really disliked percentages. They did not make sense to the student, and he had no desire to learn the content. In addition, he disliked writing, though there really was no academic weakness associated with the skill. The teacher decided to begin a school newspaper that would be put out through the internet. He figured it would target many skills his group of students needed both academically and behaviorally. The student mentioned was put in charge of generating and reporting baseball stats, a sport he played and loved, as well a baseball trivia column. It worked very well, so well that it continued over the course of the year.
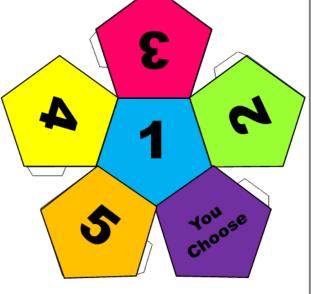
Inability to Write a Paragraph

A student had great difficulty writing. He also had areas of exceptional ability, especially in math. The teacher decided to take the student down to the most basic form of writing (i.e. sentence construction) and associate each form with a number.

The teacher then devised a game (the student was very competitive) where he and the other students would write essays on a favorite topic using random dice rolls. Whichever dice roll they got, they had to come up with a sentence of that form that would link with the previous sentence. If they were successful, they received points. It made the task of writing more interesting and had enough of a "math" twist that the student described here enjoyed the task.

1 Simple Sentence

2 Conjunction

3 Beginning Clause

4 Ending Clause

5 Complex Sentence

PARAGRAPH

As it turned out, learning each sentence form in isolation really helped the student and solved the problem in itself. Once he understood some sentence variations and felt confident that he could create them, he began to write without protest. It still was not his favorite task, but the work *was* being completed.

1 2 3 4 5 You Choose

Professional-in-Residence (Whole School)

Many children need some assistance in understanding exactly how academic work fits into their future life. This support is especially needed if the student has had little experience with adults who are gainfully employed or the student is at personal code. Here is a technique that can help this group:

Professional-in-Residence
This is best run as a school-wide activity. The concept is fairly simple--just have a professional "move in" to the school and run their business from that location for a week or two. Some schools have them present all the time but most restrict it in some manner (e.g., during lunch). The space in many schools is limited, so some professions may need to use demonstrations or "fake" work. In most cases, though, the professionals really can manage to work to some degree, even if all they do is show some simple pieces of their profession (e.g., a doctor just has x-rays posted, and students learn to take their own pulse and listen to their own heartbeat).

The teachers should then connect academics to the experience. Show how that profession uses the math, reading, spelling skills, etc. that the children are covering, as well as the "professional behaviors" that will be needed by a person working in that job (getting work done on time, using professional language usage, quiet body, etc.). Make sure to include a mix of careers: singers, dancers, video game programmers, people who make artificial limbs, chefs, car detailers, etc. Having the children suggest vocations is a wonderful way to make sure their interests are targeted.

BEHAVIOR SUPPORT

Pragmatics of Behavior

Most people are familiar with the concept of "pragmatics" in terms of language. We speak differently to our friends than we do our employers, etc. We have the ability to switch our language registers.

In Pragmatics of Behavior, we are assisting students to do the same thing with behavioral demands. This is very necessary because many students are being taught different behaviors/values at home. We cannot compete with this learning, and in some cases, should not try to compete since the value code the student is operating from is religious in nature. What we CAN do, though, is set our school and classroom as a different behavior register and require the students to switch to that register when they arrive at school. Here are some things to keep in mind as you begin to use this concept of pragmatics of behavior at school:

Neurological Code Level
Some students will be able to switch registers at the auditory code level. They hear the announcements and morning greetings, or enter "home room" and automatically switch to "school behavior". Other students, though, will need something more visual or physical. These students really need to move their picture from the "home board" to the "school board", sign in, or do some other type of entry activity. In some cases, having that entry activity that includes a review of school rules can be useful.

Concern about Confusion
If we have students switch registers, will this cause confusion? No, in most cases if the switch is well defined with visual and physical cues, the students will be fine. Just look at how easily students switch between "grandparent-house behavior" and home behavior. No, most will figure it out easily!

Use Outside of School

Please note that this approach can be useful at home when a student's behavior is inappropriately changing after being in another setting (i.e. shared custody). Same concept---different application.

Use for Behavioral Situations

Putting the two concepts together (Value Code Shifting and Pragmatics of Behavior) can strengthen behavior programs and increase their success. We simply hook the behavior to something the child finds "valuable" and then systematically teach the behavior they are missing in the school setting. Let's review the value code levels quickly using the example of "hitting someone":

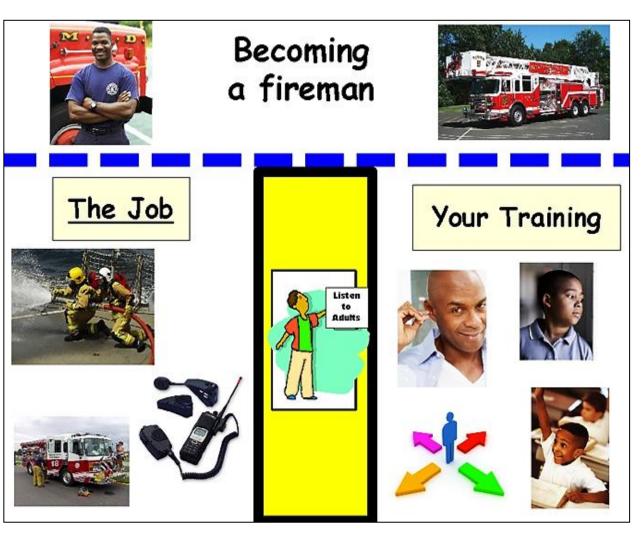|	
Spiritual Code–	It is wrong to hit someone
Traditional Code–	We are not allowed to hit people
Civic/Legal Code–	It is against the rules/law to hit people
Personal Code–	I can't hit people because_____

Once we know the code level we need (usually personal), we can then begin to construct the plan and systematically teach a behavior that the child will use in school. Even if they do not use it at home, we can get some level of success if the new behavior register (school) is well defined and the behavior strongly reinforced. It would be lovely if we could always get the behavior in all locations, but if all we can do is "get it at school", at least we have shown the student other ways to behave in society.
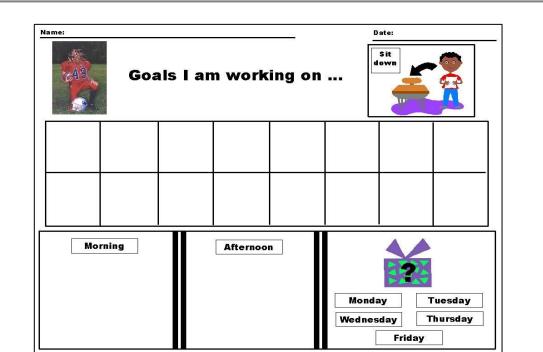
Early Childhood Behavior Programs

So, how do we get this all to fit together for the youngest age group? Well, this group is fairly easy because their interests are fairly consistent (i.e. stereotypes like firemen, policemen, sports, etc.). They also love to pretend, so that gives you an edge as well. Here is an example of a program for a little boy who wanted to be a fireman and needed to learn to follo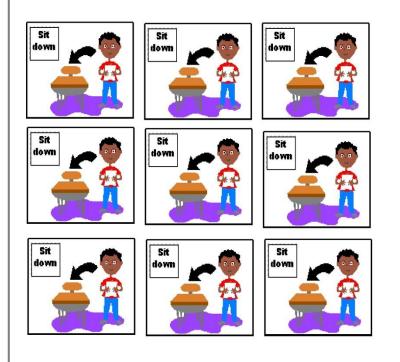w adult directions. The teacher tied the program into the need for "firemen to be able to listen to driving directions over the radio" and other firemen-related concepts.

Since the child involved did not follow directions at home and his parents were not concerned about the behavior, the teacher had the child sign into his "fireman training program" when he arrived at school and put his fireman badge on his shirt. Worked great! His "training contract" can be seen to the right...

Becoming a fireman

The Job

Listen to Adults

Your Training

At times, you may have to "stretch a concept" to get it to fit. Here is a program for a young boy who had an interest in being a football player. The teacher involved successfully worked in the concept by explaining to the child about football players being required to sit for coach pep talks, weekly film, television appearances, and other demands. It was definitely a bit of a twist, but it worked ☺

Name: _____ **Date:** _____

Sit down

Goals I am working on ...

| Morning | Afternoon | ? |

Monday   Tuesday
Wednesday   Thursday
Friday

This also shows how value code shifting must be wound together with all the other tools of positive behavior support. This young man had to be <u>taught</u> the behavior systematically over time. The teacher visually cued and reinforced by making "sitting cards". A card was secured to his desk at the beginning of every period, if he made it through without having to be told repeatedly to sit down; he got to put it in his jar. At the end of the day, he could turn them in for various reinforcers. This was a wonderful visual cue during the lesson and a nice positive program with a perfect personal value code. Easy data collection for the teacher too ----a definite winner all the way around!
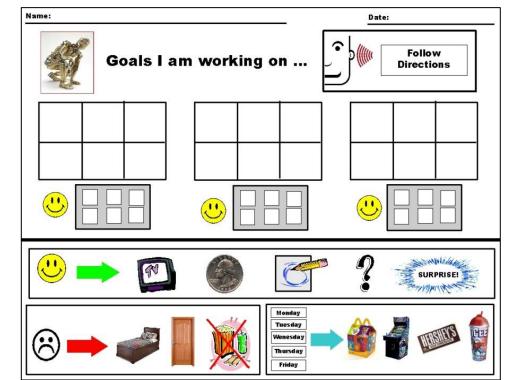
Middle Childhood Behavior Programs

Middle childhood is a bit trickier because this group rapidly moves from programs that are prominent to ones that are more symbolic and less obvious to peers. You will be the best judge of where the student falls. If you are still able to use a more obvious and visual chart, make sure to make it directly applicable to the student's interest. The generic "I want to be a ballerina" approach will typically no longer work well…

In addition, you will need to deal with other teachers, very flexible schedules, and other random data collection demands. Because of these demands, the programs should be kept open in terms of time periods, and if at all possible, the reinforcers or consequences run throu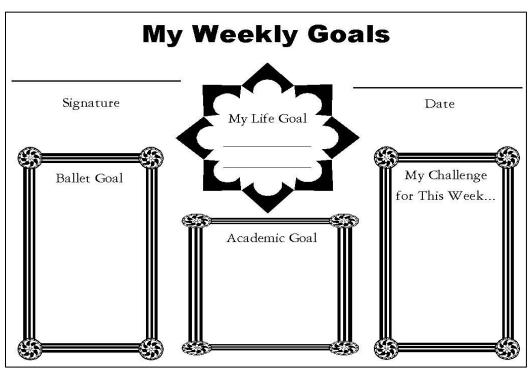gh the home, as in the case of the program pictured. In this situation, a student was learning to follow directions in order to become a "robot engineer". The time periods were open---morning, lunch and afternoon, and the reinforcers and consequences actually set by him and his mother.

If that is not possible, there still are things you can use as in-school reinforcers, but they may be more limited if the student is not always in your room during the day. Do the best you can with the situation you are in. Even a slightly weak program is better than no program at all…

As this age group matures, the programs should transform into contracts with very limited visuals that can call attention to the student. You can come up with small little cues (symbols on the hand, signs, etc.) that can be used to remind the student of what they are working on, but the actual program sheet itself must be managed quietly and look more mature. The "ballet goal chart" to the right has the correct tone.

My Weekly Goals

Signature

Date

My Life Goal

Ballet Goal

My Challenge for This Week...

Academic Goal

CERTIFICATE OF COMPLETION

The following student:

has completed _____

of the

_____ program

Completing programs can be celebrated with something a bit more colorful, but they still should have the air of an "official document" rather than a picture chart.

Here is an example to consider, but anything that takes into consideration the sensitivity of this age group and the student's value code goal will work.

Behavior Programs for Older Students

Student who are still working on this goal at this age usually have a host of behavior and/or special placements that complicate issues. If the student is in a more typical setting, it is best to use the Middle School approach with the modifications needed for that student and setting. You will need to tone down the use of any visual or graphics and truly consider how you can work with the student, given their schedules of different teachers. Do what you can in the time you have them, and do not be afraid to ask other teachers to cooperate in a global approach. If you are having problems, you can usually assume they are as well!

If you have the student in a specialized and/or contained placement, you can do much more. Here are some examples of how to run a combined behavior and academic enhancement program in this type of setting. Here are the first steps to take:

1. Determine the student's career goal.
2. Set up a very interesting project that targets this goal in the classroom.
3. Allow the student to earn time to work on their "vocational project" by completing academics.
4. Set up the program so it is clearly understood how time is earned, and document the minutes.
5. If needed, manage the work-time earned as a bank/checking account to teach life skills.

I have kept whole groups of high school students in programs for emotional and behavioral problems involved in school simply by running this type of program. If they are working towards something they "want to be", and you are constantly relating academics back to it, you will hold them in school, **if that is at all possible**! Here are some cautions and then examples of ones I have run in the past:

At times, you will have a student set a goal that is not attainable. Since these are students nearing the end of their time in school, you must be realistic about their possible futures. This does not mean necessarily dealing with it head-on. Sometimes you can "move" them to something that is related. For example, I had a student with severe behavioral problems who wanted to be a ballet dancer. Unfortunately, she was 5'10" and weighed almost 200 pounds!

So, we started with ballet, but I quickly began adding in other aspects of performing arts---the lights, costumes, music, until finally one clicked! She became interested in specialized makeup after she watched an internet video on how the makeup was done for the musical Shrek. Once she saw that, she switched to an interest in being a makeup and hair artist, something that made much more sense for her personally.

Use Resources that are Accessible

Many students do not have access to lessons for voice, music, etc. Fortunately, the internet is a wonderful resource. With that tool, you can mimic voice training, create books, learn graphics, and a host of other items of interest to this age group. I sincerely do not know how I could manage these programs without it. If you do not have internet access, you can still run these, but the scope is much more limited. I have managed by involving mentors, etc. but if you can get web access, even limited access, you will be able to do much more for these students.

Here are some of the programs I have run in the past. They do take time, but they are worth it!

Interest	Program
Automotive	Learned to be a mechanic using YouTube videos. Went on to a vocational program ☺
Basketball	Worked on moves and shooting tips. Also introduced him to the Harlem Globetrotters.
Cheerleading	Watched competition videos and started creating chants for elementary school squad.
Computer	Watched any amazing innovation I could find—very cool. We all used to watch them!
Landscaping	Landscaped using visuals I found for him…grids, trees, etc. Loved to make stadiums.

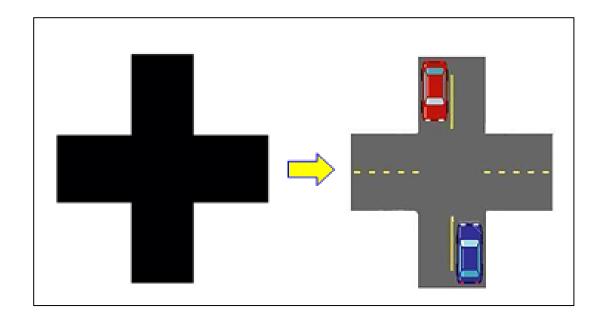| Interest	Program
Culinary Arts	Watched cooking videos then created a cookbook online and printed it for family.
Police	Looked at requirements for civil service tests (that got him going on academics) and then also explored unusual police careers (i.e. dog handling, horses, etc.)
Singing	Worked through a whole series of voice lessons online. Eventually joined church choir.
Tattoo Artist	Worked through a drawing program online and as well as through different books.

I am sure you will think of many more!!!!

In conclusion, please know that you must approach this technique slowly and in a reasonable manner. Much of value code shifting just involves a change in language, but the rest may require you to track down resources, restructure demands, create incentive programs, and research various vocations, and this takes time. I strongly urge you to provide this type of assistance whenever you can but realize that if you are in a classroom with a great deal of need or many students at personal code you can easily become overwhelmed. Just remember to take it slow and avoid trying to do too much, too fast.

So, just take this in small little segments. Maybe first try to value code shift for behavioral issues. You might also try embedding it in a single challenging subject, like math. If time is very limited, you should at least try to use the approach to help one child who is struggling a great deal.
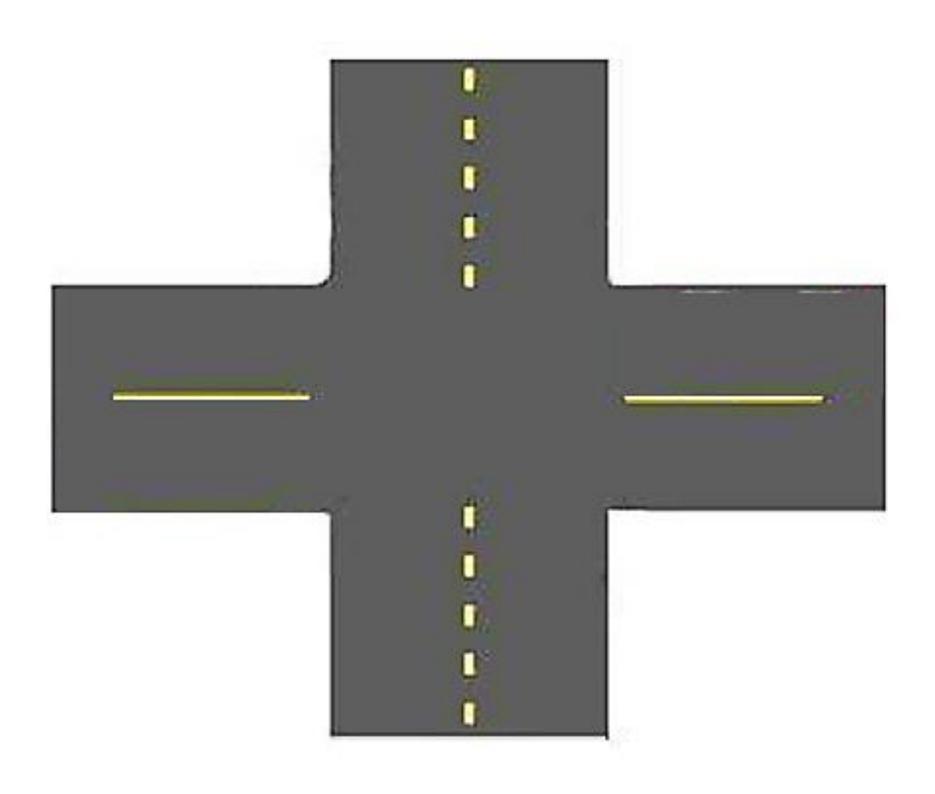
Regardless of how you choose to begin, please do so. Many children do not understand the value of appropriate behavior or see the worth of academics. If that is the case, they will NEVER care enough about those skills to attempt improvement. By helping them see the value of effort in the school setting, not in terms of our personal beliefs but in terms of their own code, you stand a chance of capturing their interest and motivating effort. Definitely a goal for any professional working in today's classrooms!
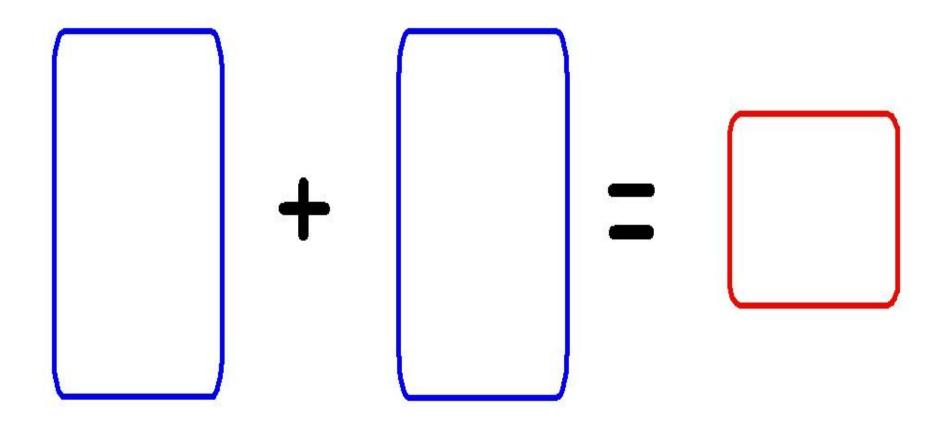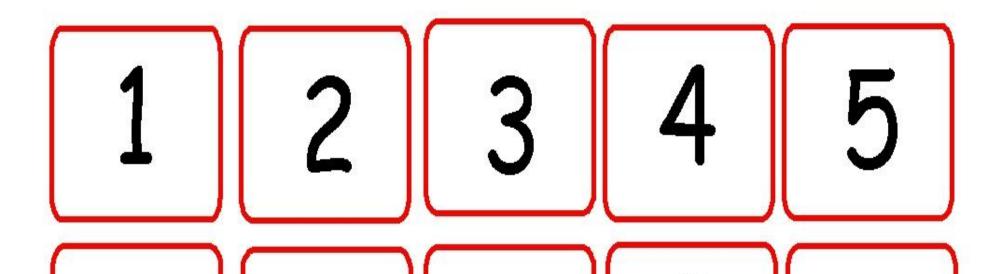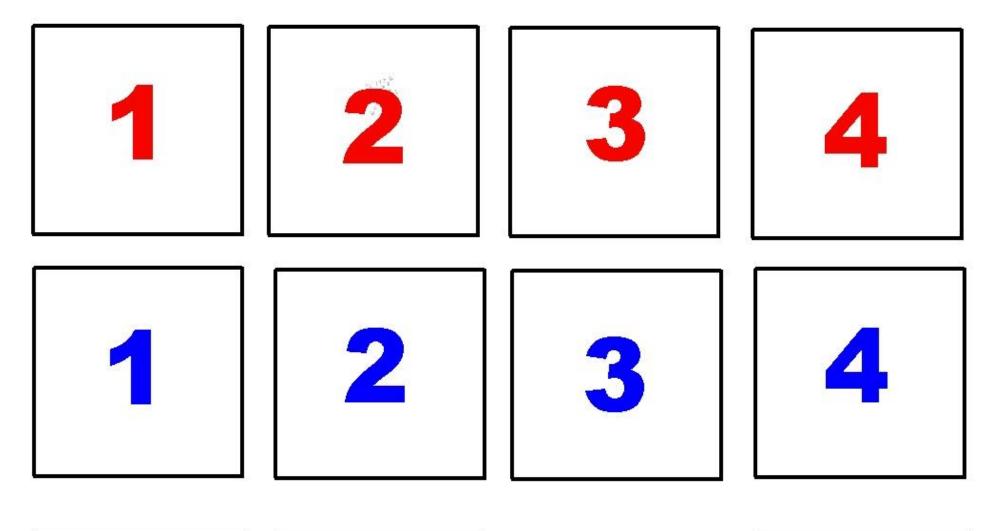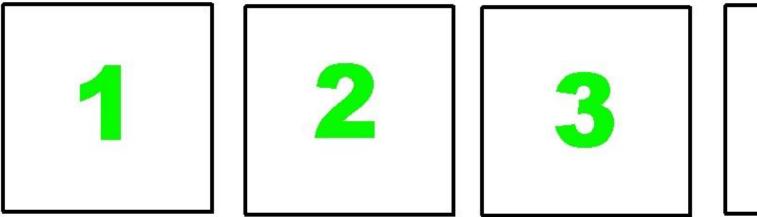
APPENDIX

EARLY CHILDHOOD

$$\boxed{} + \boxed{} = \boxed{}$$

1	2	3	4	5

1	2	3	4
1	2	3	4
1	2	3	4

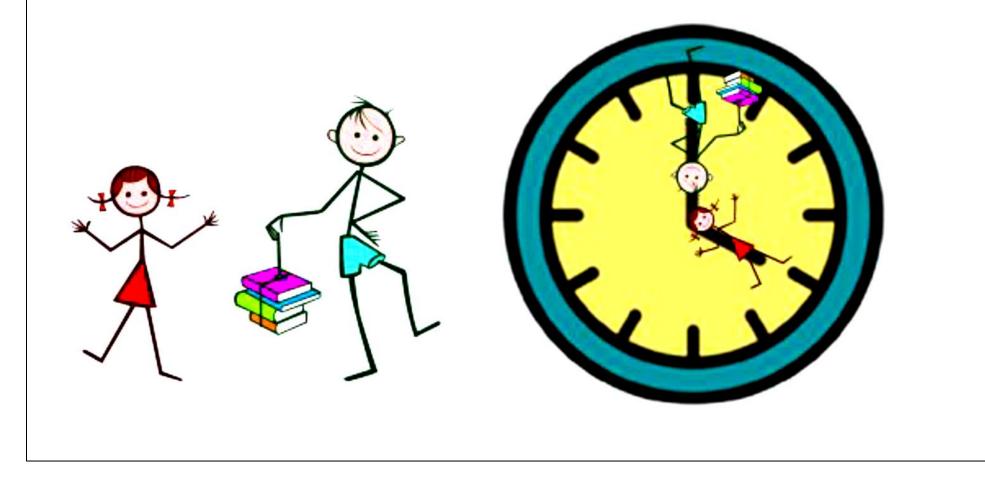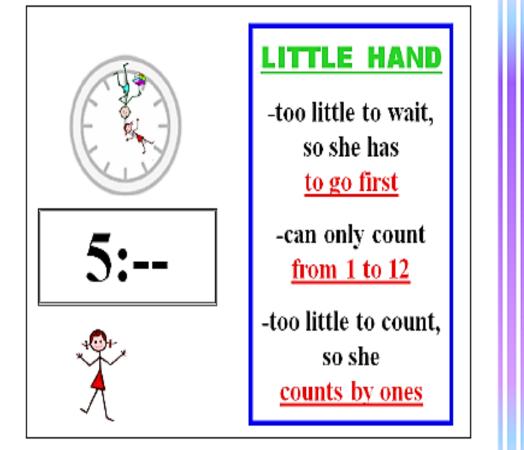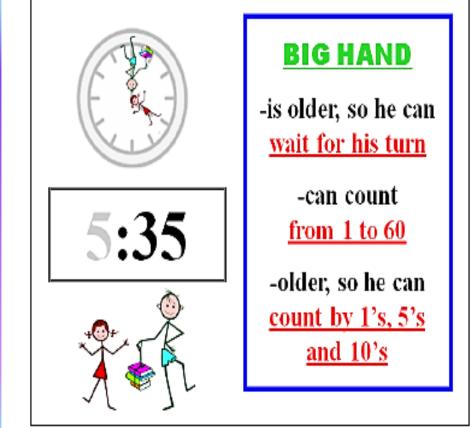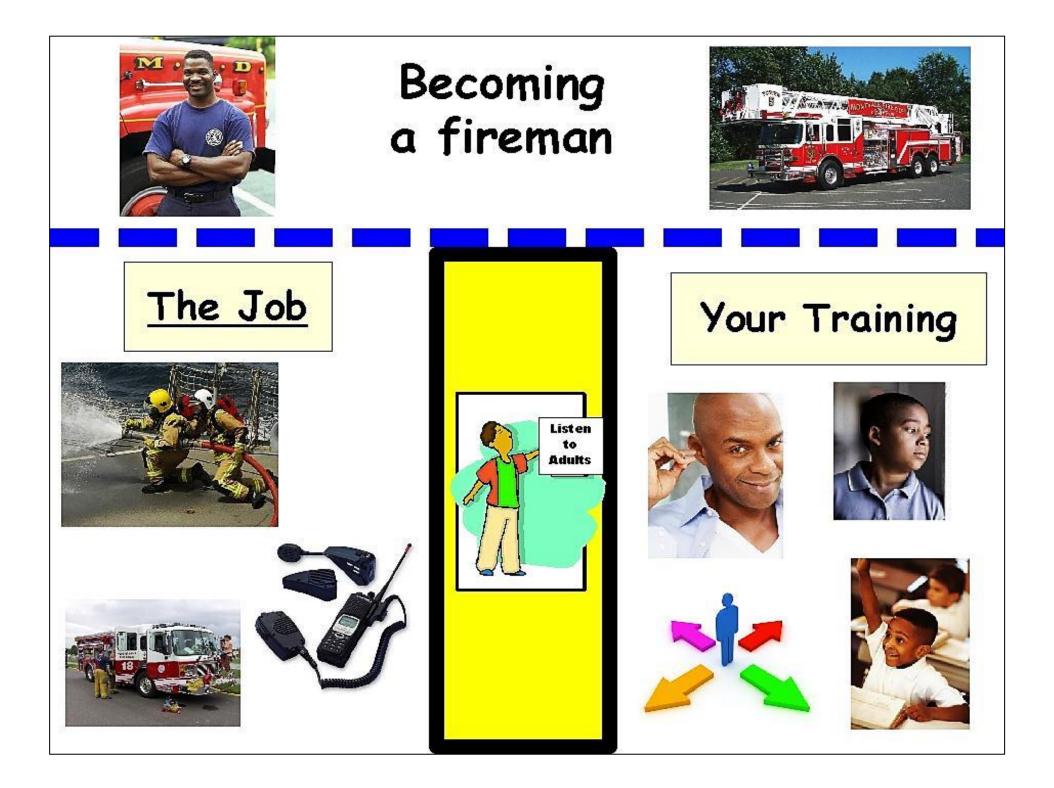|			
5	6	7	8
5	6	7	8
5	6	7	8

Visually cue the "small" hand with a small child, and the "big" hand with a big child.

LITTLE HAND

5:--

-too little to wait, so she has *to go first*

-can only count *from 1 to 12*

-too little to count, so she *counts by ones*

BIG HAND

5:35

-is older, so he can *wait for his turn*

-can count *from 1 to 60*

-older, so he can *count by 1's, 5's and 10's*

Becoming a fireman

The Job

Your Training

Listen to Adults

MIDDLE CHILDHOOD

My Weekly Goals

Signature

Date

My Life Goal

_____

_____

Behavioral Goal

My Challenge
for This Week...

Academic Goal

CERTIFICATE OF COMPLETION

The following student:

_____

has completed _____

of the

_____ program

OLDER STUDENTS

1 Simple Sentence

2 Conjunction

3 Beginning Clause

4 Ending Clause

5 Complex Sentence

PARAGRAPH