

**PINK FUNCTION
RANGE OF INAPPROPRIATE BEHAVIORS
PUNCH PLAN
PHASE I**

- 1. This plan can be modified in many ways. The core of the plan is identifying one or two targets and awarding a hole punch for meeting the criterion for a specified period of time.**
- 2. Use a slip of paper (can be cute shapes for younger students) for the student to keep on her/his desk.**
- 3. Identify the goal behavior: examples: stay in my seat, do my work, raise my hand, keep my hands to myself.**
- 4. Break up the day into chunks. The length of the time span will depend on the age and ability of the student. Class periods are a basic time chunk. Some students will need briefer chunks.**
- 5. If the student meets the criterion for that period, “punch” him. Some teachers use the term ‘click’ instead of ‘punch’, but most students like the play on words (punch).**
- 6. Start out identifying how many punches the student needs to earn a reward. See Moments of Joy for reward ideas. These should be small, quick, fun and variable. Avoid the same thing over and over; avoid predictable rewards.**

PHASE II

- 1. Replace the predictable time period with a ‘magic number’. At the start of the day, assign a number to the expected total of punches. Write the magic number on the board, but cover it with a piece of paper or post-it note. Do not reveal the magic number.**
- 2. If the student ends up with the magic number, or more, he/she can earn the reward.**
- 3. Vary the number. Avoid the temptation to keep increasing the number. It is the unpredictable quality that is important in maintaining high performance.**

PHASE III

- 1. The student can self-monitor and give him/herself a punch for meeting the goal.**
- 2. The teacher circles punches with which she disagrees; these do not count toward a reward.**