

Behavior Point Sheets

Autumn



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

Three overlapping behavior point sheets for the month of October. The top sheet is for a student named 'Name:' and shows a table with columns for 'Task/Activity', 'How Did I Do?', '# Prompts', and 'Notes'. The 'How Did I Do?' column has three owl icons representing different levels of performance. The 'Notes' column contains handwritten feedback: 'a little chatty, then got to work.' and 'great job!'. The bottom sheet is for a student named 'Name:' and shows a similar table with columns for 'Task/Activity', 'How Did I Do?', '# Prompts', and 'Notes'. The 'How Did I Do?' column has three owl icons representing different levels of performance. The 'Notes' column is empty. The middle sheet is for a student named 'Name:' and shows a similar table with columns for 'Task/Activity', 'How Did I Do?', '# Prompts', and 'Notes'. The 'How Did I Do?' column has three owl icons representing different levels of performance. The 'Notes' column is empty. A blue pencil is pointing to the 'Recess' row in the top sheet.

SCROLL
to take a look inside!

Track Behavior
Throughout the Day

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 owl.

I am working on:

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

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.

Name: _____ Date: _____

Directions: Demonstrate the positive behavior with one (1) or fewer prompts, color in the owl.

I am working on:

If I get _____ (1), then I earn:

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	

____ / ____ = I earned ____ %

Name: _____ Date: _____

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

I am working on:

If I get _____ (2), then I earn:

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	

____ / ____ = I earned ____ %

Student: _____ Date: _____

Positive Behavior I am working on:

Task/Activity	How Did I Do?	Notes
	  	
	  	
	  	
	  	
	  	
	  	
	  	
	  	
	  	
	  	

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 owl.

I am working on: _____

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

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 owl.

I am working on: _____

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

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	
Real 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.

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

Working on:

If I get _____, I learn:

Task/Activity	How many times I earned it	# 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	

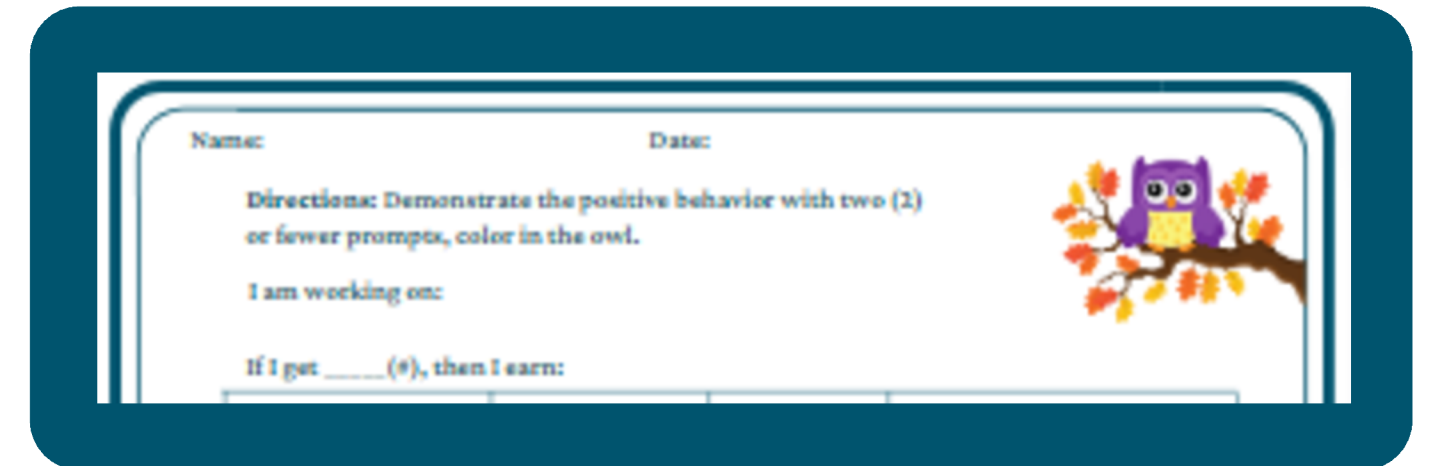
____ / ____ = I earned ____ %

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.



Name: _____ Date: _____

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

I am working on: _____

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

**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: _____

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

I am working on:

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

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 ____ %

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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

The image displays three different behavior point-sheet formats, each featuring a blue border and a small owl illustration in the top right corner. Each sheet includes fields for 'Name:' and 'Date:'. The first sheet, titled '3-prompt rating scale', has a table with columns 'Task/Activity', 'How Did I Do?' (with owl icons), '# Prompts' (1, 2, 3), and 'Notes'. The second sheet, titled '2-prompt rating scale', has a similar table but with only two prompts (1, 2). The third sheet, titled 'Smiley-face rating scale', has a table with columns 'Task/Activity', 'How Did I Do?' (with smiley face icons), and 'Notes'. All sheets include a section for 'I am working on:' and a final section for 'earned ____ %'.

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.***

