

Behavior Point Sheets Flowers

Three sample Behavior Point Sheets are shown. The first sheet is titled 'Discussion: Demonstrate the positive behavior with two (2) or fewer prompts, only in the airplane.' and has a table with columns for 'Task/Activity', 'How Did I Do?', '# Prompts', and 'Notes'. The second sheet is titled 'Demonstrate the positive behavior with one (1) or fewer prompts, only in the airplane.' and has a similar table. The third sheet is titled 'See I am working on:' and has a table with columns for 'Activity', 'How Did I Do?', and 'Notes'. A blue pencil is pointing to the 'Recess' row in the first sheet.

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	

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

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 airplane.

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.

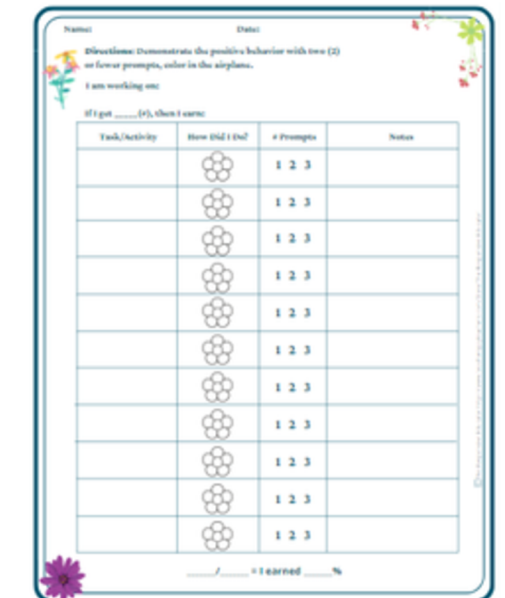
CHOOSE THE RATING OPTION THAT FITS THE STUDENT

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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.



2-Prompt Scale worksheet. It includes a header for Name and Date, instructions to demonstrate positive behavior with one or fewer prompts, and a table with columns for Task/Activity, How Did I Do? (with a flower icon), # Prompts (1, 2), and Notes. The table has 10 rows. At the bottom, it says 'I earned ____ %'.



3-Prompt Scale worksheet. It includes a header for Name and Date, instructions to demonstrate positive behavior with two or fewer prompts, and a table with columns for Task/Activity, How Did I Do? (with a flower icon), # Prompts (1, 2, 3), and Notes. The table has 10 rows. At the bottom, it says 'I earned ____ %'.



Smiley-Face Scale worksheet. It includes a header for Student and Date, instructions to demonstrate positive behavior, and a table with columns for Task/Activity, How Did I Do? (with three smiley face icons: happy, neutral, sad), and Notes. The table has 10 rows. At the bottom, it says 'I earned ____ %'.

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 flower.

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	

____ / ____ = 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 airplane.

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 _____ %

- **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.

Tracking Progress

Name: _____ Date: _____

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

I am working on: _____

If I get _____ then I earn: _____

Task/Activity	# Prompts	Notes
Morning Work	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 airplane.

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 airplane.

I am working on: _____

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

Task/Activity	How Did I Do?	# Prompts	Notes
Morning Work		✓ 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 ____ %

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 with a decorative border and a small floral graphic in the top right corner.

Format 1 (Top Left): A 3-prompt rating scale. It includes fields for "Name:" and "Date:". The directions state: "Directions: Demonstrate the positive behavior with two (2) or fewer prompts, color in the airplane." Below this, it says "I am working on:". The table has four columns: "Task/Activity", "How Did I Do?", "# Prompts", and "Notes". The "How Did I Do?" column contains three flower icons. The "# Prompts" column contains the numbers 1, 2, and 3.

Format 2 (Top Right): A 2-prompt rating scale. It includes fields for "Name:" and "Date:". The directions state: "Directions: Demonstrate the positive behavior with one (1) or fewer prompts, color in the airplane." Below this, it says "I am working on:". The table has four columns: "Task/Activity", "How Did I Do?", "# Prompts", and "Notes". The "How Did I Do?" column contains two flower icons. The "# Prompts" column contains the numbers 1 and 2.

Format 3 (Bottom): A Smiley-face rating scale. It includes fields for "Student:" and "Date:". The directions state: "Positive Behavior I am working on:". The table has three columns: "Task/Activity", "How Did I Do?", and "Notes". The "How Did I Do?" column contains three smiley face icons (happy, neutral, sad). Below the table, there is a field 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.***

