

# Behavior Point Sheets

## Basketball



Names: \_\_\_\_\_ Date: \_\_\_\_\_

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

I am working on: \_\_\_\_\_

If I get \_\_\_\_\_ (s), 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 \_\_\_\_\_%

Names: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Demonstrate the positive behavior with one (1) or two (2) prompts, color in the basketball.

I am working on: \_\_\_\_\_

If I get \_\_\_\_\_ (s), then I earn: \_\_\_\_\_

| Task/Activity | How Did I Do? | # Prompts | Notes |
|---------------|---------------|-----------|-------|
|               |               | 1 2       |       |
|               |               | 1 2       |       |
|               |               | 1 2       |       |
|               |               | 1 2       |       |
|               |               | 1 2       |       |
|               |               | 1 2       |       |
|               |               | 1 2       |       |
|               |               | 1 2       |       |
|               |               | 1 2       |       |
|               |               | 1 2       |       |
|               |               | 1 2       |       |

\_\_\_\_\_/\_\_\_\_\_ = I earned \_\_\_\_\_%

Names: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: Demonstrate the positive behavior with one (1) or two (2) prompts, color in the basketball.

I am working on: \_\_\_\_\_

If I get \_\_\_\_\_ (s), then I earn: \_\_\_\_\_

| Task/Activity | How Did I Do? | Notes |
|---------------|---------------|-------|
|               |               |       |
|               |               |       |
|               |               |       |
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|               |               |       |
|               |               |       |

\_\_\_\_\_/\_\_\_\_\_ = I earned \_\_\_\_\_%

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 basketball.

I am working on: \_\_\_\_\_

If I get \_\_\_\_\_(s), 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     |       |
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|               |               | 1 2 3     |       |
|               |               | 1 2 3     |       |
|               |               | 1 2 3     |       |

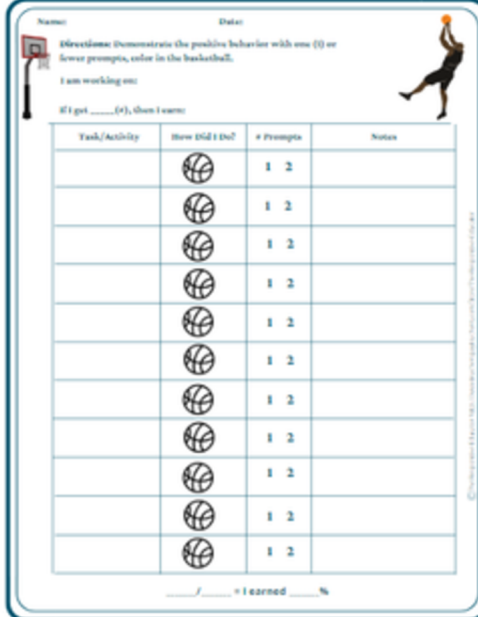
\_\_\_ / \_\_\_ = I earned \_\_\_%

Use specific daily data to guide feedback, support, and next steps.

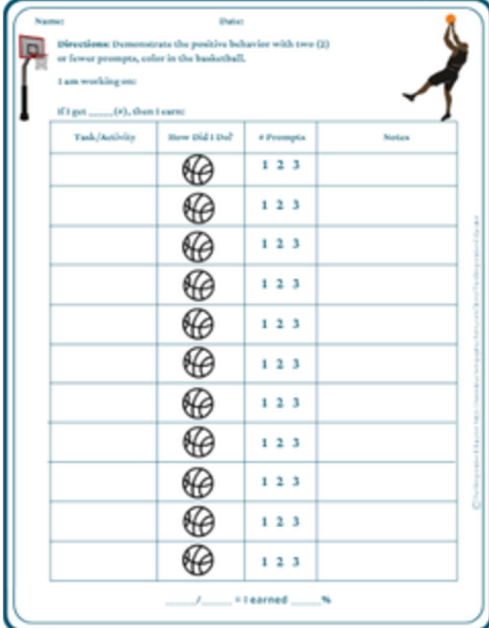
# CHOOSE THE RATING OPTION THAT FITS THE STUDENT

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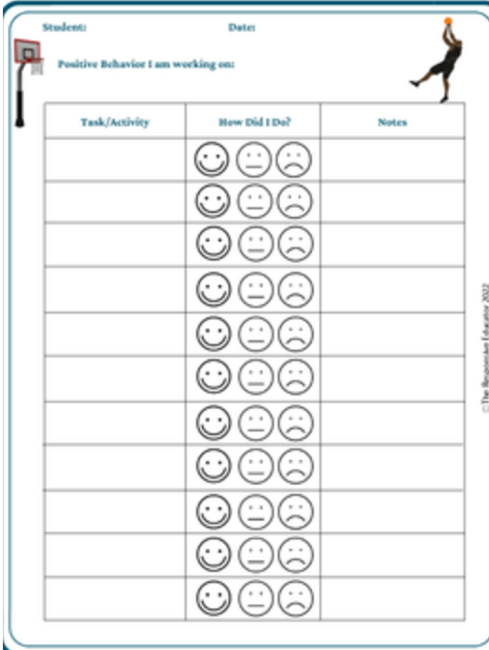
- **3-Prompt Scale:** A more attainable starting point for students who need additional support.
- **2-Prompt Scale:** Encourages greater independence as prompting decreases.
- **Smiley-Face Scale:** Provides simple visual feedback for younger students or students who benefit from a less numerical format.



This worksheet is titled "2-Prompt Scale" and includes a basketball icon. It contains a table with the following columns: "Task/Activity", "How Did I Do?", "# Prompts", and "Notes". The "How Did I Do?" column contains basketball icons. The "# Prompts" column contains the numbers 1 and 2. The "Notes" column is empty. At the bottom, there is a line for "I earned \_\_\_\_ %".



This worksheet is titled "3-Prompt Scale" and includes a basketball icon. It contains a table with the following columns: "Task/Activity", "How Did I Do?", "# Prompts", and "Notes". The "How Did I Do?" column contains basketball icons. The "# Prompts" column contains the numbers 1, 2, and 3. The "Notes" column is empty. At the bottom, there is a line for "I earned \_\_\_\_ %".



This worksheet is titled "Smiley-Face Scale" and includes a basketball icon. It contains a table with the following columns: "Task/Activity", "How Did I Do?", and "Notes". The "How Did I Do?" column contains three smiley faces: a happy face, a neutral face, and a sad face. The "Notes" column is empty.

# 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 basketball.

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 \_\_\_\_%

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 basketball.

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     |                                   |
| Special 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.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

If I get \_\_\_\_\_ (#), I will \_\_\_\_\_

| Task/Activity  | How the student did | # Prompts | Notes                             |
|----------------|---------------------|-----------|-----------------------------------|
| Morning Work   |                     | 1/2 3     | a little chatty, then got to work |
| Guided Reading |                     | 1 2 3     | great job!                        |
| 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     |                                   |

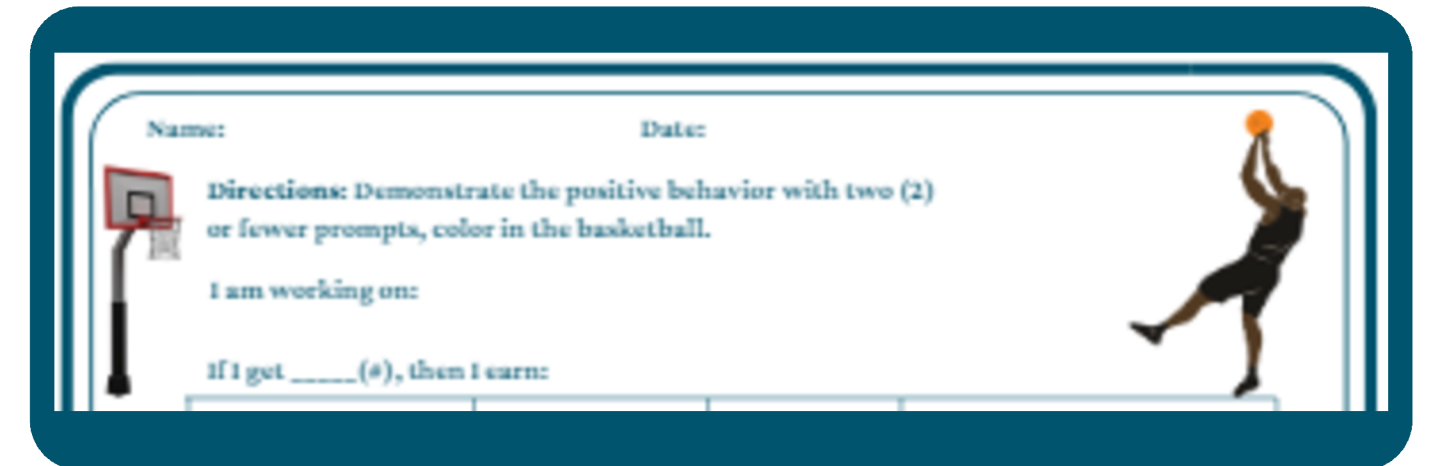
\_\_\_\_ / \_\_\_\_ = I earned \_\_\_\_ %

**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.



A sample goal card for a basketball skill. The card is titled "Name:" and "Date:". It contains the following text: "Directions: Demonstrate the positive behavior with two (2) or fewer prompts, color in the basketball." Below this, it says "I am working on:". At the bottom, it says "If I get \_\_\_\_\_ (#), then I earn:". On the left side of the card, there is a small illustration of a basketball hoop. On the right side, there is a small illustration of a basketball player shooting a ball.

**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

| Task/Activity  | How Did I Do? | # Prompts | Notes                             |
|----------------|---------------|-----------|-----------------------------------|
| Morning Work   |               | 2         | a little chatty, then got to work |
| Social Skills  |               | 1         | great job!                        |
| Guided Reading |               | 1         |                                   |
| Spelling       |               | 1         |                                   |
| Writing        |               | 1         |                                   |
| Lunch          |               | 1         |                                   |
| Recess         |               | 1         |                                   |
| Social Studies |               | 1         |                                   |
| Math Lessons   |               | 1         |                                   |
| Math Groups    |               | 1         |                                   |
| Dismissal      |               | 1         |                                   |

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 basketball theme and a small illustration of a player shooting a ball.

**Format 1 (Top Left): 3-prompt rating scale**  
This sheet includes a table with the following columns: Task/Activity, How Did I Do? (with a basketball icon), # Prompts (with a 1 2 3 scale), and Notes. It contains 10 rows for data entry.

**Format 2 (Top Right): 2-prompt rating scale**  
This sheet includes a table with the following columns: Task/Activity, How Did I Do? (with a basketball icon), # Prompts (with a 1 2 scale), and Notes. It contains 10 rows for data entry.

**Format 3 (Bottom): Smiley-face rating scale**  
This sheet includes a table with the following columns: Task/Activity, How Did I Do? (with three smiley-face icons: happy, neutral, sad), and Notes. It contains 10 rows for data entry.

Each sheet also features a 'Name:' field, a 'Date:' field, and a 'Directions:' section. The bottom sheet includes a 'Positive Behavior I am working on:' section and a 'earned \_\_\_\_%' field at the bottom.

***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.***

