

Behavior Point Sheets

Valentine's Day



Three overlapping behavior point sheets for Valentine's Day. The top sheet is partially filled out with blue heart stickers and handwritten notes. A blue pencil is pointing to the 'Morning Work' row.

Task/Activity	How did I do?	1 2 3	Notes
Morning Work	Heart sticker	2 3	a little chatty, then got to work.
Social Skills	Heart sticker	1 2 3	great job!
Guided Reading	Heart sticker	1 2 3	
Spelling	Heart sticker	1 2 3	
Writing	Heart sticker	1 2 3	
Lunch	Heart sticker	1 2 3	
Recess	Heart sticker	1 2 3	
Social Studies	Heart sticker	1 2 3	
Math Lessons	Heart sticker	1 2 3	
Math Groups	Heart sticker	1 2 3	
Dismissal	Heart sticker	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

The form is titled 'Point Sheet' and includes a 'Name' field and a 'Date' field. It contains instructions for students to color in hearts for positive behavior and to write notes for areas needing support. The form is divided into a table with columns for 'Task/Activity', 'How did I do?', '# Prompts', and 'Notes'. The table lists various activities throughout the day, including Morning Work, Social Skills, Guided Reading, Spelling, Writing, Lunch, Recess, Social Studies, Math Lessons, Math Groups, and Dismissal. The 'How did I do?' column uses heart icons to represent performance levels, and the '# Prompts' column uses numbers 1, 2, and 3 to indicate the number of prompts used. The 'Notes' column provides space for additional feedback or observations.

Task/Activity	How did I do?	# Prompts	Notes
Morning Work	1 2 3	1 2 3	a little chatty, then got to work
Social Skills	1 2 3	1 2 3	great job!
Guided Reading	1 2 3	1 2 3	
Spelling	1 2 3	1 2 3	
Writing	1 2 3	1 2 3	
Lunch	1 2 3	1 2 3	
Recess	1 2 3	1 2 3	
Social Studies	1 2 3	1 2 3	
Math Lessons	1 2 3	1 2 3	
Math Groups	1 2 3	1 2 3	
Dismissal	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.



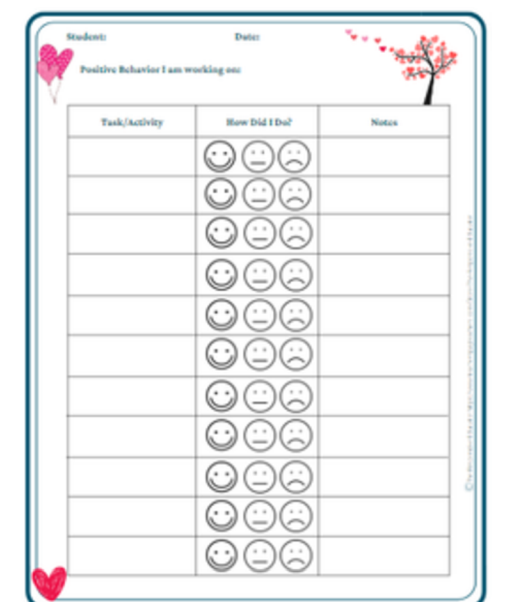
A worksheet titled "3-Prompt Scale" with a header for "Name:" and "Date:". Below the header, it says "Instructions: (Illustrate the positive behavior with one (1) or fewer prompts, color in the heart.)" and "I am working on:". The main table has four columns: "Task/Activity", "How Did I Do?", "Prompts", and "Notes". The "How Did I Do?" column contains ten empty heart shapes. The "Prompts" column contains ten rows, each with a "1", "2", and "3" for rating. The "Notes" column is empty. At the bottom, there is a line for "I earned ____ %".

- **2-Prompt Scale:** Encourages greater independence as prompting decreases.



A worksheet titled "2-Prompt Scale" with a header for "Name:" and "Date:". Below the header, it says "Instructions: (Illustrate the positive behavior with one (1) or fewer prompts, color in the heart.)" and "I am working on:". The main table has four columns: "Task/Activity", "How Did I Do?", "Prompts", and "Notes". The "How Did I Do?" column contains ten empty heart shapes. The "Prompts" column contains ten rows, each with a "1" and "2" for rating. The "Notes" column is empty. At the bottom, there is a line for "I earned ____ %".

- **Smiley-Face Scale:** Provides simple visual feedback for younger students or students who benefit from a less numerical format.



A worksheet titled "Smiley-Face Scale" with a header for "Student:" and "Date:". Below the header, it says "Positive Behavior I am working on:". The main table has three columns: "Task/Activity", "How Did I Do?", and "Notes". The "How Did I Do?" column contains ten rows, each with three smiley faces (happy, neutral, sad) for rating. The "Notes" column is empty. At the bottom, there is a line for "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 heart.



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.

Names: _____ Date: _____

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

I am working on: _____

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

Task/Activity	How Did I Do?	If Prompts	Notes
Morning Work	2 3	2 3	a little chatty, then got to work
Social Skills	2 3	1 2 3	great job!
Guided Reading	1 2 3	1 2 3	
Spelling	1 2 3	1 2 3	
Writing	1 2 3	1 2 3	
Lunch	1 2 3	1 2 3	
Recess	1 2 3	1 2 3	
Social Studies	1 2 3	1 2 3	
Math Lessons	1 2 3	1 2 3	
Math Groups	1 2 3	1 2 3	
Dismissal	1 2 3	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.

Task/Activity	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.



**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 it go?	Prompts	Notes
Morning Work	2 hearts colored blue	2 3	a little chatty, then got to work
Social Skills	2 hearts colored blue	1 2 3	great job!
Guided Reading	1 heart	1 2 3	
Spelling	1 heart	1 2 3	
Writing	1 heart	1 2 3	
Lunch	1 heart	1 2 3	
Recess	1 heart	1 2 3	
Social Studies	1 heart	1 2 3	
Math Lessons	1 heart	1 2 3	
Math Groups	1 heart	1 2 3	
Dismissal	1 heart	1 2 3	

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

= 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 featuring a heart and a tree. Each sheet includes fields for 'Name' and 'Date', and a section for 'Directions' and 'I am working on:'. The first two sheets use a 3-prompt rating scale (1, 2, 3) and a 2-prompt rating scale (1, 2) respectively. The third sheet uses a Smiley-face rating scale (happy, neutral, sad). Each sheet also includes a table for 'Task/Activity', 'How Did I Do?', and 'Notes'.

3-Prompt Rating Scale:

Task/Activity	How Did I Do?	# Prompts	Notes
	Heart	1 2 3	
	Heart	1 2 3	
	Heart	1 2 3	
	Heart	1 2 3	
	Heart	1 2 3	
	Heart	1 2 3	
	Heart	1 2 3	
	Heart	1 2 3	
	Heart	1 2 3	
	Heart	1 2 3	

2-Prompt Rating Scale:

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

Smiley-face Rating Scale:

Task/Activity	How Did I Do?	Notes
	Smiley Face	
	Smiley Face	
	Smiley Face	
	Smiley Face	
	Smiley Face	
	Smiley Face	
	Smiley Face	
	Smiley Face	
	Smiley Face	
	Smiley Face	
	Smiley Face	
	Smiley Face	
	Smiley Face	
	Smiley Face	
	Smiley Face	
	Smiley Face	

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.***

