

Point Sheets/Behavior Report Cards

February 2015

National Center on
INTENSIVE INTERVENTION

at American Institutes for Research ■

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This document was produced under U.S. Department of Education, Office of Special Education Programs, Award No. H326Q110005. Celia Rosenquist serves as the project officer. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this document is intended or should be inferred.



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Implementing Behavioral Strategies

Purpose:

This set of behavioral strategies was developed for classroom teachers to use with students who may require academic and/or behavioral support. The strategies are intended to support teachers working with students with primary academic deficits and challenging behaviors. For students with more intensive behaviors, potential intensification strategies also are included.

Structure:

Each strategy includes a description of the (a) purpose and overview; (b) type of strategy; (c) behavior(s) addressed; (d) setting; (e) required materials; (f) implementation procedures and considerations; (g) sample scripts or formats; (h) potential intensification strategies; and (i) additional resources (where available).

Terminology and Definitions:

- 1. Reinforcement:** Actions to make a target behavior more likely to occur in the future.
 - **Positive Reinforcement:** Adding something pleasant or desirable (e.g., toy, food, attention) to make a target behavior more likely to occur.
 - **Negative Reinforcement:** Taking something unpleasant or undesired away (e.g., aspirin to relieve a migraine) to make a target behavior more likely to occur.
- 2. Reinforcers:** Incentives (either a reward or the removal of something undesired) that are given to students after they display an appropriate/expected behavior. Use of reinforcers should increase students' continued demonstration of the appropriate/expected behavior.
- 3. Punishment:** Strategies used to decrease or terminate students' demonstration of a challenging behavior, including time-out or loss of privileges.
- 4. Consequences:** Events that occur after the demonstration of any behavior. Consequences can be positive or negative.
- 5. Consequence Clause:** A clause that identifies specific consequences that will be delivered if students do not meet goals/success criteria.
- 6. Replacement Behavior:** An appropriate behavior that a student is taught to use to replace a challenging behavior. The replacement behavior should serve the same function as the challenging behavior.
- 7. Consequence Modification:** Strategies to encourage students' demonstration of an appropriate/expected behavior.
- 8. Antecedent Modification:** Strategies to prevent students' demonstration of challenging behavior by clearly defining appropriate/expected behaviors.
- 9. Schedule of Reinforcement:** Established rules or procedures that a teacher follows to deliver reinforcers.

10. Intermittent Reinforcement: Delivering reinforcers at random time intervals that do not follow a pattern.

Considerations for Successful Implementation:

- These strategies may coincide or be used along with other interventions/strategies (e.g., Check In Check Out).
- The strategies should be aligned with school- and class-wide expectations.
- The reinforcers should be aligned with the hypothesized function of student behavior (e.g., attention, escape, avoidance, sensory).
- When using behavior management systems that award students points for demonstration of appropriate/expected behavior, it is important not to take away points after students earn them. Taking away earned points diminishes their value and may cause students not to care about earning future points.
- When using consequence clauses that include a form of punishment (e.g., time-out, loss of privileges), it is important to accompany them with strategies to teach replacement behaviors and/or strategies that encourage student demonstration of appropriate/expected behavior.
- For students with more intensive behavior, individualize class-wide strategies (using the potential intensification strategies) and consult with a behavior specialist/team in the event that strategies are not resulting in progress.

Examples of Reinforcers

Tangible	Activity-Based	Social	Intangible
Tokens, stickers, posters, prize from a prize box, snack or favorite food item (if appropriate), coloring page, books	Extra time on computer, silent reading time, partner reading, allowed to be a leader, given a classroom job, assisting secretary or teacher	Tell a joke, lunch with teacher, positive phone call home, game with a friend, being a peer model for a younger student	Verbal praise, smiles, thumbs-up, giving eye contact, positive comments written on work

Point Sheets/Behavior Report Cards

Purpose and Overview:

Students earn points throughout the day that can later be redeemed for access to preferred reinforcers or activities. When implementing any system, a teacher needs to be clear about the expectations and how students are to earn points.

Expectations should be concise, stated each time a new activity or task begins, and visually displayed for easy reference. Teachers should reinforce the behaviors they want to increase by immediately attending to them. A reinforcement system should be in place to help motivate students. Reinforcers may be tangible, activity based, social, or intangible.

Type of Strategy:

Consequence modification and/or schedule of reinforcement strategy

Behavior(s) Addressed:

Can be used to address any challenging behavior

Setting:

Classrooms and transitional settings (e.g., lunch, recess)

Materials:

- The student's schedule with a column included to award points

Implementation Procedure:

1. Develop a point sheet to place on a student's desk to act as a visual reminder for the student and teacher (see example on next page).
2. Identify on the point sheet the specific time periods/subjects when the student can earn points.
3. Set a goal with the student about how many points he or she is striving to achieve.
4. Define the behavior that will be targeted for earning points.
5. As the student demonstrates the targeted behavior, award a point and provide specific detail about why the student earned the point.
6. At the end of the time period or day, tally the points to see if the student met his or her goal.

7. If the student met his or her goal, verbally connect the reward to the student's behavior and allow him or her to select a reward.

Implementation Considerations:

- Point sheets can describe broad behaviors, such as “Eddie will be respectful to his peers during reading,” or specific ones, such as “Harper will stay in his seat with no more than two reminders to earn his point.”
- For younger students who cannot read, a visual version of their schedule can help them know what part of the day they are at and whether or not they have earned their points.
- Teachers may use the point sheets to collect data and track patterns, allowing them to make a change at times when behaviors are likely to occur by providing precorrection, restating expectations, and/or reminding students of their goals.
- Point sheets also may be developed with families to support home-school partnerships and to facilitate consistency across settings.
- When appropriate, point sheets can incorporate a self-management component to encourage student ownership.

Sample Scripts and Point Sheets

Sample Script for Delivering Points:

Eddie, I really liked how today you were listening closely when Sophie was sharing her story during writing. You earn your point for being respectful.

Sample Point Sheet #1:

Broad Behavior Goal: Eddie needs to earn six stars for demonstrating respectful and responsible behaviors to receive an extra activity at the end of the day.

Specific Behavior Goals:

Respectful: Eddie will earn his respectful point by talking kindly to teachers and other students. This means no yelling.

Responsible: Eddie will earn his responsible point by getting right to work when asked to by the teacher and staying on task throughout the class period with no more than two reminders.

	Respectful	Responsible
Math		
Recess: Keep hands to self		
Reading		
Lunch/recess		
Writing		
PE		
End-of-day check-in/total		

Sample Point Sheet #2:

Specific Behavior Goals:

Respectful: Sophia will earn her respectful point by raising her hand when she has a comment and using an inside voice.

Responsible: Sophia will earn her responsible point by asking permission before leaving her seat.

	Respectful	Responsible
Math		
Recess		
Reading		
Lunch/recess		
Writing		
Recess		
PE		
Total for the day		

Sample Weekly Point Sheet

Alex will earn his responsible points by keeping his hands and feet to himself.

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning work 9:10–9:30 a.m.					
Math 9:35–10:05 a.m.					
Recess					
Reading 10:25–11:15 a.m.					
Lunch/recess					
Writing 1:15–2:05 p.m.					
Recess 2:10–2:30 p.m.					
Specialist P.E./Library/Music					
End-of-day check- in/total					

Sample Point Sheet for an Older Student #1:

Jaycob is working toward earning two points in each of his classes. If Jaycob earns 10 points total, he can have a choice of activity during the end of the day in homeroom.

Jaycob is respectful by raising his hand when he has a comment and using appropriate language in the classroom.

- 0 reminders=2 points
- 1 reminder=1 point
- More than 1 reminder, using disrespectful language, or needing to leave the room=0 points

	Respectful	Responsible	Teacher Signature	Comments
Math				
Science				
English				
Lunch				
Writing				
Spanish				
PE				
Total				

To be circled by Jaycob:

Did I earn 10 points today?

Yes

No

Free-choice activity:

Read

Talk to peer

Listen to music

Parent signature: _____

Sample Point Sheet for an Older Student #2:

Jaycob is working toward earning two points in each of his classes. If Jaycob earns 10 points total, he can have a choice of activity during the end of the day in homeroom.

Jaycob is responsible by starting his work and working for the entire class time.

- 0 reminders=2 points
- 1 reminder=1 point
- More than 1 reminder, throwing things, or needing to leave the room=0 points

	Respectful	Responsible	Teacher Signature	Comments
Math				
Science				
English				
Lunch				
Writing				
Spanish				
PE				
Total				

To be circled by Jaycob:

Did I earn 10 points today?

Yes

No

Free-choice activity:

Read

Talk to peer

Listen to music

Parent signature: _____

Potential Intensification Strategies:

- Point sheets can be used in conjunction with existing interventions/strategies (e.g., Check In Check Out or a social skills group) or a behavior contract.
- Have students self-reflect on their performance in addition to awarding points.
- For students demonstrating attention-seeking behavior, provide reinforcers that give them attention (e.g., one-on-one time with a peer or teacher, allowing them to share something in front of the class).
- For students with more challenging behavior, include a “consequence clause” in the event that the student does not meet his or her goal and identify consequences up front.
- Increase a student’s schedule of reinforcement to include more frequent reinforcers throughout the day (as identified by student need) or include a bonus reinforcer when a student exceeds his or her goal.
- For students who are non-verbal or have limited cognitive skills, use a preference assessment to identify reinforcers and develop a point sheet with visuals/pictures.
- For older students, it is generally a good idea to give them responsibility for managing their data sheets, such as using a folder to carry them between classes. Also, there could be two sheets—one for the student and one for the teacher to complete so that comparisons can be made about the student’s performance.
- Identify if the student has a skill deficit that inhibits his or her ability to demonstrate the appropriate/expected behavior and teach the required prerequisite skills for successful performance.

Additional Resource:

- Intervention Central’s online system to help develop contracts and point sheets: <http://www.interventioncentral.org/teacher-resources/behavior-rating-scales-report-card-maker?step=1>