

My Goal Sheet

Name: _____ Date: _____	Rating Scale 2 = Met expectation with no reminders (Great job!) 1 = Needed 1 reminder 0 = Needed more than 1 reminders (Try harder tomorrow)
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I can earn _____ for having a great morning or a great afternoon!

Morning	Be Respectful	Be Responsible	Be Ready
Morning Routine	0 1 2	0 1 2	0 1 2
ELA	0 1 2	0 1 2	0 1 2
Specials	0 1 2	0 1 2	0 1 2
Daily 5	0 1 2	0 1 2	0 1 2
Total Morning Points			

Morning goal: 19 points (80%)

Points Earned: _____

Goal Met? YES NO

Afternoon	Be Respectful	Be Responsible	Be Ready
Recess/Lunch	0 1 2	0 1 2	0 1 2
Social Studies/Science	0 1 2	0 1 2	0 1 2
Math	0 1 2	0 1 2	0 1 2
Afternoon Recess	0 1 2	0 1 2	0 1 2
Dismissal	0 1 2	0 1 2	0 1 2
Total Afternoon Points			

Afternoon goal: 24 points (80%)

Points Earned: _____

Goal Met? YES NO

Daily Point Sheet

Name: _____ Date: _____	Rating Scale 2 = Met expectation with no reminders 1 = Needed 1 reminder 0 = Needed more than 1 reminders
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Period	Respectful Language	Hands and Feet to Self	Completed Work	Teacher Initials
First Period	0 1 2	0 1 2	0 1 2	
Second Period	0 1 2	0 1 2	0 1 2	
Third Period	0 1 2	0 1 2	0 1 2	
Fourth Period	0 1 2	0 1 2	0 1 2	
Fifth Period	0 1 2	0 1 2	0 1 2	
Sixth Period	0 1 2	0 1 2	0 1 2	
Seventh Period	0 1 2	0 1 2	0 1 2	
Daily Total				

Goal: 33 out of 48 (80%)

Today's Total: _____

Goal Met? YES NO

Parent Signature: _____

Behavior Log -

Date	Onset	Offset	Setting (Where it started)	Antecedent					Behavior				Result				Severity (1-5)
				Academic Demand	Non-Academic Demand	Denied Preferred Activity	Not Receiving Attention	Peer Provocation	Physical Aggression	Verbal Aggression	Elopement	Property Destruction	Adult Attention	Peer Attention	Avoided Work	Access to Preferred Activity	
4/1/15	10:22	10:33	Classroom		X				X		X		X	X		X	4

See reverse for instructions and behavior definitions.

Severity Guidance

- 1 – Brief, minor, and only slightly interferes with the student’s work and routines
- 2 – Substantially interferes with the student’s work and routines
- 3 – Substantially interferes with other students’ or the room’s work and routines
- 4 – Peers or adults are directly harmed by the behavior (e.g., serious aggression)
- 5 – Building level disruption (e.g., many gen. ed. students/staff are directly impacted by the episode)

Record *episodes* of behavior on one row. An episode means that one or more behaviors occur in a short period of time. For example, if a student gets upset and kicks, screams, and does not follow directions for 10 minutes, record all those behaviors on one row as an episode

- An episode starts when the first problem behavior begins.
- An episode ends when the student has calmed down and is following directions
- A new episode starts when, after the student is calm, the student engages in problem behavior again
- If the same behavior occurs multiple times in one episode, it is only recorded once. So, we are measuring how often aggression happens, not how many punches are thrown.

Onset is the time the episode began. *Offset* is the time the episode ended

Setting is where the episode started (e.g., classroom, ED room, calming room, recess, hallway, lunchroom)

Antecedent means what triggered or happened just before the episode. Check every antecedent that applies.

Result means what the student seems to have gotten out of the episode. Check every result that applies

Severity is your subjective judgement of how severe the episode was. 1 means the episode was minor. 5 means the episode was extreme.

Use the following definitions to mark which behaviors occurred in each episode. Mark every behavior that applies:

- Physical Aggression: Unwanted, purposeful physical contact with another person with an intention to harm.
 - Examples: Hitting, kicking, slapping, biting, spitting
 - Non-examples (these don't count): name calling, threats, high fives, play fighting if both parties are having fun
- Verbal Aggression: Any negative verbalization or gesture towards another person that is intended or is very likely to cause emotional distress.
 - Examples: Name calling, verbal threats, gestured threats, flipping off, taunting
 - Non-examples: Playful teasing when it is 100% clear that both parties are okay with it, statements directed at nobody in particular (e.g., "I hate this school!")
- Elopement: Leaving the room without permission.
 - Examples: Running from the classroom, walking out of the ED room, leaving the building
 - Non-examples: Getting out of his seat without permission, but staying in the classroom
- Self-Injurious Behavior: Any behavior purposefully directed towards himself that is highly likely to cause physical harm to himself.
 - Examples: Head banging, biting self, choking self, pulling own hair
 - Non-examples: Aggression towards others; accidentally cutting himself with a pen, falling out of seat and hurting self

Weekly Behavior Log - Frequency

Student: _____

Week of: _____

Instructions: Review the behavior definitions on the back of this form. Mark a tally in the appropriate box each time a behavior occurs. Mark a "0" in the box if zero incidents of that behavior occurred that day. Optionally, record anecdotal notes on the back of the form.

	Monday	Tuesday	Wednesday	Thursday	Friday
Behavior #1					
Behavior #2					
Behavior #3					

Behavior Definitions:

Behavior #1 – Include a specific behavior definition here. Be specific enough that an educator who doesn't know the student could understand.

- Examples: Include 2-3 brief examples
- Non-Examples: Include 2-3 brief non-examples

Behavior #2 – Include a specific behavior definition here. Be specific enough that an educator who doesn't know the student could understand.

- Examples: Include 2-3 brief examples
- Non-Examples: Include 2-3 brief non-examples

Behavior #3 – Include a specific behavior definition here. Be specific enough that an educator who doesn't know the student could understand.

- Examples: Include 2-3 brief examples
- Non-Examples: Include 2-3 brief non-examples

Notes: