

Three chart layouts (periods by goals with a points row, a half-day chart, a single-goal frequency tally), a setup page for typing periods, goals and point values once, a points-to-reward page, a home copy with a caregiver signature line, a weekly summary, and a filled example. Fillable PDF.

EXAMPLE A Chart and a Week, Filled In

Priya is invited, and so is every number below. Follow Monday's total from the chart into the weekly summary row it becomes.

Periods by goals chart (page 6) — Priya, grade 2 (invented), Monday

Point key: 0 = not yet, 1 = with a reminder, 2 = independent. Goals: Stayed in the group area, Raised a hand before talking. Followed directions the first time.

PERIOD	GOAL 1	GOAL 2	GOAL 3	PERIOD TOTAL
Morning Meeting	2	2	1	5
Reading Block	1	2	2	5
Math Block	2	1	2	5
Recess and Lunch	2	2	2	6
Points earned today				21 of 24

$$5 + 5 + 5 + 6 = 21 \text{ of } 24 \text{ possible.}$$

Weekly summary (page 11) — the same week

DAY	POINTS	POSSIBLE	PERCENT	GOAL MET?
Mon	21	24	88%	Y
Tue	15	24	62%	N
Wed	22	24	92%	Y
Thu	14	24	58%	N
Fri	23	24	96%	Y

Which Chart for Which Goal

Start from the goal, not the form. Every chart in this file uses the periods, goals and point values you type once on the setup page.

Start from the goal the team already wrote, not from a blank page. Every layout below reuses the same periods, goals and point values — typed once on the setup page (page 5) — so switching a student from one chart to another does not mean starting over.

IF THE GOAL IS	USE	WHERE
A goal checked in more than one period a day, more than one behavior or goal at once	Periods by goals chart	Page 6
A simpler goal: how the morning went, how the afternoon went	Half-day chart	Page 7
One behavior, and the number that matters is how many times it happened	Single-goal frequency tally chart	Page 8
Deciding what a point total is worth	Points to reward menu	Page 9
Sending today's chart home	Home copy, with a caregiver signature line	Page 10
Looking at the whole week at once	Weekly summary	Page 11

The three things every chart needs

- ☐ Periods and goals typed once on the setup page (page 5), in words a substitute could read.
- ☐ A point value defined for each mark, before the first day (0 to 2, or 0 to 3 — the team's scale, written down, not guessed at in the moment).
- ☐ A place the numbers go every day: the chart itself, then the weekly summary on Friday.
- ☐ A menu behind the points (page 9), typed in before the first day, not decided on the spot.

What this file is not

Not a behavior plan, and not a point system chosen for you. Every point value and every reward on the menu (page 9) is typed in by the adult who knows the student. The chart only makes sure the same mark happens the same way, in the same place, every period, and that the same numbers reach the weekly summary on Friday.

How the paper moves

WHEN	WHAT
Before the first day	Setup page (5): periods, goals, point values; reward menu (9)
Every period	A point value on the chart in use (6, 7 or 8)
End of the day	Total the points, check the reward menu (9), fill and send the home copy (10)
Every Friday	Five days onto the weekly summary (11), one line on what changed

Periods by Goals, with a Points Row

For a goal checked in more than one period, on more than one behavior at once. Mark a point value in each cell; the total at the bottom is what the day is checked against.

STUDENT

DATE

TEACHER

POINTS NEEDED TODAY

One row per period, one column per goal, from the setup page. Mark the point value the moment the period ends, while it is still easy to remember, not at the end of the day from memory.

PERIOD (TYPE IT)	GOAL 1 (TYPE IT)	GOAL 2 (TYPE IT)	GOAL 3 (TYPE IT)	GOAL 4 (TYPE IT)	PERIOD TOTAL
Points earned today					

POINTS EARNED / POSSIBLE

POINTS NEEDED FOR TODAY'S REWARD

GOAL MET? (Y / N)

Point key (from the setup page, page 5)

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One thing that went well today

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For a simpler goal: how the morning went, how the afternoon went. Two blocks instead of eight periods, with a check-in and a check-out.

STUDENT

DATE

TEACHER

For a goal that does not need eight separate periods: two blocks, one mark on each goal per block, and a day total that is checked against the same reward menu as every other chart in this file.

BLOCK (TYPE IT: MORNING / AFTERNOON)	GOAL 1 (TYPE IT)	GOAL 2 (TYPE IT)	GOAL 3 (TYPE IT)	BLOCK TOTAL
Day total				

POINTS EARNED / POSSIBLE

GOAL MET? (Y / N)

WHAT WAS DIFFERENT, IF ANYTHING

Morning check-in

TIME / INITIALS

GOAL SAID BACK BY THE STUDENT? (Y / N)

WHAT WE ARE WORKING ON TODAY

Afternoon check-out

TIME / INITIALS

WHAT WAS EARNED

TOMORROW'S FOCUS, IF DIFFERENT

One good thing today**Family: I saw this chart (sign) and one line back**

Single-Goal Frequency Tally Chart

For one behavior, when the number that matters is how many times it happened. Two weeks of tallies by period, so a pattern has time to show.

STUDENT

TARGET BEHAVIOR (FROM
SETUP, PAGE 5)GOAL (NO MORE THAN __
PER DAY, OR AT LEAST __
PER DAY)WHAT P1-P6 MEAN
(PERIODS, OR TIME BLOCKS)

One tally per occurrence, in the period it happened. Total the day, then compare the total to yesterday's, not to a feeling about how the day went.

WEEK 1

WEEK 1	P1	P2	P3	P4	P5	P6	TOTAL	GOAL MET? (Y / N)
Mon								
Tue								
Wed								
Thu								
Fri								

WEEK 2

WEEK 2	P1	P2	P3	P4	P5	P6	TOTAL	GOAL MET? (Y / N)
Mon								
Tue								
Wed								
Thu								
Fri								

Why one goal, tallied

A tally mark is faster than a point scale, and it is the right tool when the goal is a count: "will call out no more than __ times" or "will ask for a break at least __ times." Write what P1 to P6 stand for once, at the top, and keep them the same both weeks so the two weeks can be compared. A blank cell means the period was not observed, not that the count was zero; the two look the same unless someone writes down which one it was.

What was different on the high or low days (sub, assembly, early release, new seat, missed breakfast)

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A shorter version of today's chart to send home: the points, one line about the day, and a place for a caregiver to sign and reply.

STUDENT

DATE

TEACHER

A shorter version of today's chart, in plain words, for the family to see the same day. It goes home whether the day was good, mixed, or hard; a chart that only travels on good days stops being trusted quickly.

TODAY'S POINTS, BY PERIOD

PERIOD (FROM TODAY'S CHART)	POINTS

POINTS EARNED TODAY

POINTS POSSIBLE

GOAL MET? (Y / N)

What we worked on today, in family words

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One good thing today

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What tomorrow looks like, if it is different

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What the caregiver saw at home (please send this half back)

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CAREGIVER SIGNATURE

DATE

EXAMPLE

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Week total	95	120	79%	3 of 5

$21 + 15 + 22 + 14 + 23 = 95$ of 120 possible = **79 percent**. Goal met at 18 of 24 points a day: Monday, Wednesday and Friday, **3 of 5** days.

What changed, written Friday (page 11)

Tuesday and Thursday are the two mornings without a classroom aide at drop-off. Starting next week, the reminder card moves to those two mornings and the check-in happens five minutes earlier on those days only. The reward menu (page 9) does not change; twenty points still buys the same choice-time privilege Priya ranked first. Nothing here says why Tuesday and Thursday were lower; it says which two days they were, and what changes next.

Setup used for this student (page 5)

Point values: 0 = not yet, 1 = with a reminder, 2 = independent. Chart in use: periods by goals (page 6). Reward menu reviewed with Priya on the Friday before the first day, and again at this week's review.