|  |  |  |
| --- | --- | --- |
| **Positive Praises** | **Behaviors** | **Reminders** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Accepting Feedback** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Avoid Physical Aggression** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Following Directions** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Gaining Attention** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Transitioning** |  |  |  |  |  |  |  |  |  |  |  |  |

**Today’s Focus Behavior(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Positive Praise points are doubled-each point earns 1 minute of gym time with friends)**

|  |
| --- |
| **Motivational Goals** |
| **Length** | **Tracking** | **Successful Occurrences** | **Reward** |
|  **Short** |  |  |  |  |  |  |  |
| **Med** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Long** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

|  |
| --- |
| **Out of Class Interventions** |
| **#** | **Intensity\*** | **Begin** | **End** | **Total** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| **Daily Total =** |  |

\*Intervention Legend: 0=No aggression, 1=Verbal aggression, 2=Physical aggression, 3=Verbal and physical aggression

**Goal:** By the next annual, Daishawn will display appropriate behaviors listed on the daily progress sheet with a weekly average of \_% on 3 out of 4 data taking days. **Progress monitoring:** Mark tallies for positive praises and tallies for reminders given in the appropriate behavior row. Determine a focus behavior (doesn’t have to be daily) to provide extra motivation for a particular behavior of concern. Establish long term motivational goals in the motivational goals table. An example; each time Daishawn brings back homework he earns a check. After so many checks he earns the reward. Use the out of class interventions table to record intensity levels of times Ethan spends outside of classroom due to behaviors. The two tables below can be printed/copied to use the sheet more efficiently.

|  |  |  |
| --- | --- | --- |
| **Positive Praises** | **Behaviors** | **Reminders** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Accepting Feedback** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Avoid Physical Aggression** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Following Instructions** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Gaining Attention** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Transitioning** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Participation** |  |  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Positive Praises** | **Behaviors** | **Reminders** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Accepting Feedback** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Avoid Physical Aggression** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Following Instructions** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Gaining Attention** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Transitioning** |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Participation** |  |  |  |  |  |  |  |  |  |  |  |  |