Link Five: Description of Structured Behavioral Skills Program Point and Level System

Description

This level system has two parts: 1) daily levels connected to a twenty minute preferred activity or “reward” time at the end of the school day and 2) on-going levels that students advance through based on long term behavioral performance. This point and level system has been used: (a) as the basic structure for daily behavioral management; (b) as a daily communication system with parents regarding behavioral performance; and (c) as a data collection system to make decisions regarding intervention effectiveness.

Daily Pointcard

Each student has a daily pointcard with five target skills. Three of the skills are general classroom rules and are the same for everyone in the class (i.e. follow directions, stay on task, and be respectful). Two of the skills are individual target skills taken from their individualized education plan (e.g. hands and feet to self). The group discusses the reasons these behavioral skills are important for behavioral and academic success in school and brainstorm school and life consequences that may result from exhibiting or failing to exhibit these behaviors. Each skill is directly taught and examples and non-examples are practiced before the pointcard is used and reviewed regularly as needed. Visual reminders of the skills and possible consequences can also be provided. At the end of each class period, the student either earns or does not earn the point for that particular skill based on their behavioral performance.

Link Six: Example of Structured Behavioral Skills Program Example Pointcard

Link Seven: Example of Visual Reminder of Target Skills

Link Eight: Example of Visual of Possible Consequences

Turn Around Points

Turn around points are received for “turning behavior around” after making an inappropriate choice. They serve as an incentive for the students to get back on a positive track and not let one mistake cause them to spiral downhill with the attitude “I’ve blown it, so I might as well keep going!” One turn around point cancels out one not earned point when determining the level of reward time.

Bonus Points

Bonus points are received for exceptional behavioral choices. This may be for making appropriate choices in a specific area of difficulty, being honest when self-evaluating behavior choices, successfully demonstrating a social skill that the class is focusing on, etc. Bonus points contribute to “bonus point parties” which are special group activities held approximately once a month. Bonus points are recognized by having the student put their initials on a small colored circle sticker and placing the sticker on a large poster with a picture of whatever the class reward is (e.g. piñata, pizza, movie, etc.). When the chart is full, the group earns the party.

Otten & Tuttle, 2004
“Reward Time” Levels

Level One: Purple

Students who earn 90% of their daily points can choose from activities on level one during “reward time”. These activities are generally the most desirable (e.g. computer games, playing outside, playing with the class pet) and can be individualized based on student preference. Students on this level can also play with other students in the classroom or an adult.

Level Two: Yellow

Students who earn 80% of their daily points can choose from activities on level two during “reward time”, but must play alone. These activities are not the most desirable, but are still things that positively reinforce the student(s).

Level Three: Blue

Students who earn less than 80% of their daily points can choose from activities on level three during “reward time”, but must stay at their desk. These activities generally are drawing, reading, or putting together a puzzle.

Data Based Decision Making

Daily pointcard data is entered into an excel spreadsheet to generate both daily and individual target skill percentages. These percentages are used to evaluate individual education plan behavioral goals, determine the effectiveness of various behavioral interventions, and to determine when the student is ready to move to the next long-term level.

Link Nine: Example Individual Skills Graph

Link Ten: Example Graph of Daily Totals

Long-Term Levels

Level Two: Standard

In this particular program, all students start on the standard level or middle level. This means that they are in the self-contained classroom for all academics where they can receive extensive instruction on behavioral skills in addition to academics. They attend physical education, music, lunch and recess with their general education peers with support from paraeducators.

Level One: Inusionary Experiences Increased

As a general rule, after a student earns at least 90% of their daily points for 20 consecutive school days, one inclusive experience is added in the general education setting, typically an area of strength. After another 20 consecutive days another inclusive experience is added. This continues until the student is spending as much of their day as possible in the general education setting while still experiencing academic and behavioral success.
Level Three: Restriction

Students that exhibit serious inappropriate or unsafe behavior (e.g. threats, aggression) are placed on level three or restriction. This is based on the concept that trust has been lost which is discussed in advance and reviewed often and therefore an adult must make all the choices for everyone’s safety. The student is only at school to learn and complete assignments. All extra privileges are temporarily lost until the student can demonstrate he or she can be trusted. The student sits in a defined area and remains there for the day unless escorted by an adult (e.g. bathroom, drink, etc.) Alternate activities for specials such as music and physical education occur alone in the classroom. The student can only interact with the teacher and the teacher makes all choices for the student (e.g. what materials to use, order of assignments). The student does not attend any special activities scheduled for that day such as field trips or class parties. The student remains on this level until they earn 90% on the daily pointcard at which time they return to level two.