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An Effective Point and Level System for a Self-Contained Emotional Behavior Disorders Program to Decrease Challenging Behaviors

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An Effective Point and Level System
for a Self-Contained Emotional Behavior Disorders
Program to Decrease Challenging Behaviors

A Project Presented to
The Graduate Faculty of
Minnesota State University Moorhead

By
Serena R. Sorensen

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POINT AND LEVEL SYSTEM FOR A SELF-CONTAINED E/BD PROGRAM

ABSTRACT

The purpose of this study was to identify what kind of impact an effective point and level system has on challenging behaviors for students with Emotional Behavior Disorders (E/BD) in a self-contained classroom. The participants in this study were students with Emotional Behavior Disorders, who were attending their classes in a self-contained E/BD classroom due to the amount of support their Individual Education Plan (IEP) team determined they needed to be successful in the academic setting. Students had been participating in the self-contained classroom with a point and level system in place along with academics being taught, however students struggled to refrain from displaying challenging/disruptive behaviors and following classroom expectations and rules to move into a lesser restrictive setting. During this study, the point and level system was updated based on research findings and the instructional strategies used will remained the same. The results of this study show that five out of six students made progress with the intervention in place. The results show that the updated point and level system was successful for most of the study participants and confirms the research completed by Cancio & Johnson (2007), Walker, Clancy, Tsai, & Cheney (2013).

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CHAPTER ONE – INTRODUCTION

General Problem

Background Information. Students who participated in the self-contained program where I worked, seemed to struggle to refrain from displaying challenging/disruptive behaviors and following classroom expectations and rules to move into a lesser restrictive setting. Students made comments that they do not care about the level system in place. They further stated they do not care about their grades or whether they even graduate. Students were also explicit about not wanting to be in the self-contained program as they prefer to be in the mainstream classes with their general education peers, even though students were aware they currently cannot handle bigger class sizes appropriately yet. Students also struggled with the fact that some staff follow the rules/expectations inconsistently. Due to this, students were displaying challenging/disruptive behaviors more frequently and cared less about following the program rules/expectations, which are critical in the process of moving back to mainstream classes.

I decided that it was necessary to update the point and level system, as well as shifting my focus from redirecting behaviors to focusing on academics and have the paraprofessionals redirect student behaviors. I think that behaviors will improve if students feel that they are being treated and taught like other peers in the school. Students reported they feel they were in the self-contained program because they were *slow* or *dumb*. If the rigor of academics is increased, as well as having consistency in expectations/rules in the program, and a meaningful point and level system, then students may *buy in* to the self-contained programming and work their way to a lesser restrictive setting progressively (i.e. mainstream classes, less restrictive special education class, etc.).

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Purpose of the study. The purpose of this study was to identify what kind of impact an effective point and level system has on challenging behaviors for students with Emotional Behavior Disorders in a self-contained classroom. It's stated that its important for self-contained E/BD programs to have the appropriate evidenced-based strategies in place, including an effective point and level system to reduce the amount of challenging behaviors.

Rationale. Since I have been teaching in a self-contained program over the past five years, I have found that there is a need to identify appropriate evidence-based strategies and implement an effective point and level system to reduce the amount of challenging/disruptive behaviors being displayed along with increasing academic success. There is also need for a program manual to be developed and implemented by all staff who are involved with working with students in the self-contained program. It is important that all staff are implementing the program expectations/rules consistently to ensure the program runs effectively. If staff are not consistent with following the program rules/expectations, not following through with utilizing evidence-based strategies for academics, and not following the point and level system as stated in the program manual, the self-contained program will not operate effectively. If the program does not run effectively, students are likely to be less motivated to do well in classes and this would result in regression in their academic abilities. This situation would prevent students to move to a least restrictive environment.

Subjects and Setting

Description of Subjects. During this study, there were six students (four-ninth graders, one-eleventh grader, and one-twelfth grader) participating in the study. There were a mix of ethnic backgrounds in the program, Caucasian, Hispanic, African-American, and Caucasian/Hispanic. There were two females and four males in the program. There were

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students in the program who were on truancy, probation, had Child Protective services involved, and/or resided in foster care. Students ranged in age from thirteen years up to eighteen years of age. Students' academic ability levels varied. There was one student who had reading abilities at the third-fourth grade level while the remainder of the students were proficient readers. All students' math abilities were below grade level, however there were two students that were close to grade level.

The challenging/disruptive behaviors that students displayed that impede learning were, but not limited to the following: use of profanity to express their thoughts/feelings/opinions, talking excessively, talking about topics that are not appropriate for school (e.g., drugs, sex, tobacco, alcohol), walking out of the classroom when upset, disruptive to the learning environment (e.g., yelling, swearing, making phone calls during class), refusing to participate in class (e.g., discussions, completing assignments/projects), poor interactions with peers and/or staff (e.g., invading peers physical boundaries or being verbally aggressive towards others), excessive absences and/or excessively tardy. Some internalizing behaviors that impeded students learning were but not limited to the following: depression, anxiety, impulsiveness, and ADHD (medicated and unmedicated).

Selection Criteria. The research participants in this study were students currently receiving educational services in a self-contained Emotional and Behavioral Disorders program at a public high school setting. These students were in 8th through 12th grade and had the diagnosis of Emotional and Behavioral Disorders per Minnesota Special Education criteria. It is important to note that students who participate in this self-contained program can come and go during the school year due to the needs and/or behaviors of individual students. Also, at times students had been removed from the program for a more restrictive placement due to truancy

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officer and/or probation officer placement request. Other students were moved into the self-contained program due to them needing a more restrictive setting and/or moving from a more restrictive setting (that is placement/residential treatment/off-campus school) into a lesser restrictive setting. On average, there were 6 students in the self-contained program and could have up to 12 students.

Description of Setting. The self-contained classroom was set up like any typical classroom. It was staffed by one special education teacher, two paraprofessionals and one behavior counselor. The students attend school from eight o'clock in the morning until two fifty in the afternoon. The class periods were fifty minutes long with a five-minute passing time between each class period. Students had first and second periods with the behavior counselor. They had social skills class first period and recreation/physical education during second period. Students had math third period, English fourth period, science fifth period, social studies sixth period and skills for positive choices seventh period. Students had lunch between third and fourth periods and they had the choice to sit at a table with chair or a study carrel.

Students earned points for meeting behavioral and academic expectations each class period. Points were marked on everyone's point sheets during each class period. Points were collected Thursday through Wednesday. On Thursday morning, the five-day point average was computed for each student and averages were posted in the bulletin board on the level sheet for the program. There were three different levels students could earn, Level 1, Level 2, and Level 3. Levels were determined on five-day point average along with considering what their grades were in their classes. Level 1 was the most restrictive and had the least amount of privileges. Students who had Level 1 status were escorted everywhere. Level 2 was slightly less restrictive than Level 1. For example, students who were Level 2, could go out in halls during passing time and

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were able to move about the school without a staff escort. Level 3 was the least restrictive. Students who were Level 3 could eat up in the lunch room with other peers, along with privileges that students who were Level 2 partake in. For students to earn Level 3 status they needed to have “C’s” or higher in all their classes along with 90% or higher five-day average. For students to make Level 2 status, they needed to have “D’s” or higher in all their classes along with 80% or higher five-day average. Students who earned 79% or less on their five-day average and/or are failing any of their classes were considered Level 1. Students needed to participate in the program for at least five days prior to being able to level up. Students could only move up or down one level every Thursday morning, depending on grades and their five-day behavior point average.

Research Ethics

Permissions. For this study, I needed to obtain an informed consent from my students’ parents stating they are okay with their students’ data being used for my study. I also needed to complete a Method of Assent as minors were involved in my study. I informed my students’ parents and my students that they were able to withdrawal from participation in my study at any time, no questions asked, and that the student/parent/teacher relationship would not be harmed, nor student’s grades be affected by this. Further, I informed them that data collected would be kept confidential and would be used solely for the research project.

Informed consent. I completed the required CITI Program training and obtained a certificate for Social and Behavioral Research – Basic/Refresher. Permission was obtained from the Institutional Review Board (IRB) at Minnesota State University Moorhead and from the school district to conduct this study. Protocols from the participating school district along with the IRB at Minnesota State University Moorhead were followed exactly as directed.

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IRB approval. I obtained permission from the IRB at Minnesota State University Moorhead as well as permission to conduct this study from the participating school district's building principal where the research took place.

Definitions

For the purpose of this study, the following terms were defined:

Challenging Behaviors/Disruptive Behaviors- are described as the students' (a) failure to respond to each instance of the teacher's or aide's requests for compliance after 5 seconds; (b) talking out or making noise as defined by any verbal statements directed at classmates or teachers without teacher or aide permission; (c) being out of seat as defined by the student's buttocks not having physical contact with the chair; (d) playing with objects as defined by the manipulation of non-work-related materials or objects; (e) verbal aggression as defined by swearing and name calling; (f) physical aggression as defined by kicking, punching, and slapping; and/or (g) staring or orienting in a direction other than the teacher or work materials (O'Leary, Romanczyk, Kass, Dietz, and Santogrossi, 1979; as cited in Musser, Bray, Kehle, Jenson 2001, p. 296).

Least Restrictive Environment (LRE)- is a component of Individuals with Disabilities Education Act (IDEA) and mandates that students in special education should be spending as much time as possible with their non-disabled peers in the general education setting.

Point and Level System- organized framework within which a teacher can shape desired student behaviors in hierarchies of behavioral expectations or levels through the systematic application of behavioral principles (Farrell, 1997). Students earn points on

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the target behaviors being tracked for each class period. The points that students earn are computed as a five-day average and that average, along with the student's grades are used to determine which level the student on for the following week. Students are also able to exchange their points earned in the program "store".

Program Manual- rules and expectations for students and staff. This is used in addition to the student handbook and the school's policies.

Reinforcers- is a tangible (e.g., food, beverage, privilege, etc.) used to increase the chance that a specific behavior or response will occur (Cancino & Johnson, 2007).

Self-contained Program- is a program specifically designed for students with more severe disabilities and is delivered in a smaller classroom setting (Maggin, Wehby, Partin, Robertson, & Oliver, 2011).

CHAPTER TWO – REVIEW OF LITERATURE

Teachers who work with students who have been diagnosed with as Emotional Behavior Disorders (E/BD) are working with what is said to be the most challenging group of special education students. Students who have been identified as E/BD display disrespectful, disruptive, defiant, aggressive, and destructive behaviors in the classroom. Teachers with E/BD licensure are overly stressed and eventually become ‘burned out’ on average within five to seven years of practice. Most students who are identified as E/BD typically receive their education in a self-contained program due to the significant behaviors they display in the general education classroom.

Hanover (2013) states teacher education geared toward emotional and behavioral disorders has historically been characterized by a focus on "topics such as classroom management, social skills instruction, conflict resolution, and anger management - which lacks a "focus on academics," was perpetrated by several key misconceptions... students must learn to behave appropriately before instruction can occur, and that behavior and instruction are separate entities" (Hanover, *Best Practices for Students with E/BD*, paragraph 1).

They further state the first line of defense when working with students with E/BD is to have strong academic instruction and interventions. It is also discussed how students with E/BD should not be suspended for violating ‘zero-tolerance’ policies as it could cause further damage to students who are already withdrawn or behind in their academics.

Without treatment fidelity, wherein procedures are properly chosen and consistently and correctly implemented and evaluated by knowledgeable and sensitive educators, students will not fully benefit evidence-based methods. There are no universally effective strategies and no one-

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size-fits-all alternatives for students with emotional and behavioral challenges. Positive outcomes necessitate that interventions and treatment methods are appropriately matched and individualized to fit unique students' needs (Simpson, Peterson, & Smith, 2011).

The purpose of this study is to explore the impact of a point and level system for students in a self-contained E/BD program to decrease challenging behaviors. It is important for self-contained E/BD programs to have the appropriate evidenced-based strategies in place along with an effective point and level system to reduce the amount of challenging behaviors.

Challenging/Disruptive Behaviors

Most studies have shown that one of the biggest challenges and concerns of teachers is the misbehaviors displayed by students in the classroom. Mahvar, Ashghali, Aryankhesal, & Mahvar (2018) state students' misbehaviors may be due to physical problems, emotional challenges, and environmental factors (p. 11/18). They also state some studies have indicated the following behaviors are current classroom problems: students who talk out of turn, daydream, inanity, disrespectful toward teachers, use of verbal aggression, use electronic devices (e.g., cell phones, tablets, Chromebooks, etc.) to send text messages, play games, surfing the internet, and listening to music. (p.11/18) They point out that these types of behaviors indicate students' attitudes about learning and values are subpar.

Conley, Marchant, & Caldarella (2014) compiled the following list of challenging/disruptive behaviors in classrooms: (1) attention; (2) aggression; (3) internalizing problems; (4) academic problems; (5) peer relationships and (6) antisocial behavior (p.442). Each of these categories was researched further by Conley et al. and described further in depth. They report students diagnosed with E/BD lack positive peer relationships and/or are more likely

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to associate with peers who encourage them to display challenging/disruptive behaviors. It is also noted that students with E/BD have lower social skill abilities than their none disabled peers. This also can affect their ability to have positive peer relationships.

Antisocial behavior is when students fail to comply with expectations/rules, social norms and/or refused to respect the rights of others. Antisocial behaviors can include, but not limited to the following: losing one's temper, arguing with authority figures (e.g.; teachers, paraprofessionals, administrators, etc.), being noncompliant, annoying or being easily annoyed, blaming others, being aggressive towards others (e.g., people, animals, etc.), damaging property, lying, and/or stealing (Conley, Marchant, & Caldarella, 2014, p.444). Internalizing behaviors are emotional behaviors like depression and anxiety (p.444). Physical aggression has been displayed by students with E/BD for a long time. Another type of aggression that has been identified is relational aggression (p. 445). Aggressive behaviors (physical and relational/verbal) that are displayed by students with E/BD are the following but not limited to: kicking, punching, pushing, yelling, threatening, fighting, and so forth. Attention problems are related to students having problems with thinking, attending, and/or concentrating. It is noted that attention deficit hyperactivity disorder (ADHD) is often comorbid with E/BD (p.445).

Lane, Gresham, O'Shaughnessy (2002) noted that Hinshaw (1992a, 1992b) proposed three hypothetical models to characterize the relationship between academic underachievement and externalizing behaviors. It states the following about the three hypothetical models:

The first model hypothesizes that academic underachievement leads to externalizing behavior. Namely, students with subaverage academic skills may engage in disruptive behavior to avoid participating in activities for which they lack the necessary skills...The second model suggests that externalizing behaviors may result in academic

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underachievement. Students whose behavior prevents them from participating in instructional activities may, in time, experience academic underachievement... The third model suggests a transactional relationship between academic underachievement and externalizing behavior. This model suggest that intervention efforts would need to address both areas. Yet, another possibility is that other variables, such as within child or environment (e.g., attention problems, cognitive abilities) factors, may serve as mediating variables thus influencing the proposed models (Lane et al., 2002, p. 511-512).

My review of literature shows the challenging/disruptive behaviors that are documented daily/weekly are, but not limited to the following: bullying, disrespect, verbal abuse, and general classroom disorder (e.g., failing to follow basic instructions, being off-task, etc.). Teachers who are continually attempting to deal/handle these types of challenging/disruptive behaviors daily utilize a lot of their classroom time, and this hinders that amount of instruction that students can receive from the teacher.

Evidence-Based Strategies and Interventions for Self-Contained Service Models

There are a variety of articles stating what should be utilized for a service model when working with students who have an E/BD classification. Students with E/BD are typically the students who are participating in a more restrictive setting than other disability areas. Students with E/BD who are participating in a more restrictive setting, receive more intensive social and academic support that most general education teachers are unable to provide.

Model self-contained programs utilize both structural and curricular modifications and individualize services for enrolled students. Structural adaptations include (a) lower student-teacher ratio (e.g., 8:1 or 12:1), (b) the assistance of a classroom paraprofessional, and (c)

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classroom arrangements that optimize space to reduce potential conflicts. In addition to structural considerations, exemplary self-contained programs modify instructional and behavioral curricula to meet the specific needs of students using evidence-based instruction and management techniques (Kaufman et al., 2002; as cited in Maggin, Wehby, Partin, Robertson, Oliver, 2011).

In the past few years, researchers have published lists of evidence-based practices that research indicates should be in place in the program and supports for students with E/BD (Farley, Torres, Wailehua, & Cook, 2012; Ryan Pierce, & Mooney, 2008; Simpson, Peterson, & Smith, 2011). Some of the practices recommended by these authors have included (a) effective behavior management systems that include clearly stated rules that are consistently monitored and enforced; (b) clear, descriptive feedback to students; (c) proven academic supports including strategies such as cooperative learning, peer tutoring, and self-monitoring; (d) implementation of evidence-based practices; and (e) qualified and committed professionals as the core of an effective program (Walker, Clancy, Tsai, & Cheney, 2013).

Class-wide Function Intervention Team (CW-FIT)

Another intervention that was identified in my review of the literature is called Class-wide function-related intervention team (CW-FIT). CW-FIT is a classroom management system based on teaching classroom rules/skills, use of a group contingency plan with differential reinforcement of appropriate behaviors, and minimized social attention to inappropriate behavior (Weeden, Wills, Kottwitz, & Kamps, 2016). The article stated that CW-FIT intervention helped with increasing students on-task behaviors in the general education setting class-wide. This study reported CW-FIT does, in fact, increase students with E/BD on-task behaviors along with showing data that teacher's behaviors also improved when they implemented the CW-FIT intervention.

Effective Practice

Simpson, Peterson, & Smith (2011) state there is a clear consensus that an agreed-upon framework for effectively meeting the educational needs of students with E/BD and for creating organizational structures that encourage and guide educators in more consistently using research-based methods is needed. Lewis, Hudson, Richter, & Johnson (2004) called for the adoption of a consistent set of universal standards for determining researched-based practices. Their vetting system led to the identification of four research-based practices: (a) teacher praise, (b) instructional opportunities to respond, (c) direct instruction and other sound instructional methods, and (d) positive behavioral supports.

Simpson et al. identified effective practice as a fundamental model for students with E/BD. They state that the following components are basic building blocks of an effective program: (1) qualified and committed professionals, (2) utilitarian environmental supports, (3) effective behavior management systems, (4) valid social skill, interpretation, and interaction programs, (5) proven academic support systems, (6) effectual parent and family involvement programs, and (7) coordinated community support mechanisms.

Behavior Management Systems

The difficulty in teaching students with E/BD likely contributes to the failure to achieve educational goals for such students, that is, to function successfully in regular education settings. “Some educators maintain that teaching students with E/BD can be successful with the use of a behavior management system known as a level system, an organizational framework within which a teacher can shape desired student behaviors in hierarchies of behavioral expectations or levels through the systematic application of behavioral principles. Students learn through

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reinforcement and master target behaviors by fulfilling specific criteria at each level, advance to the next level and ultimately graduate from the system to return to the regular class” (Farrell, 1997, p. 20). It continues to state, “the principles that govern level systems, however, remain the same including determining student entry and exit behaviors, graduated behavioral expectations arranged in levels with corresponding reinforcements, criteria for progress through the system, and transition to regular education” (Farrell, p.22).

Integrated Academic, Social, Vocational, and Mental Health Approaches

It is stated an emphasis should be placed on improving integrated academic, social, vocational, and mental health approaches to enhance the educational outcomes for students with E/BD (Cheney, Cumming, & Slemrod, 2013; as cited in Walker & Gresham, 2016). They continue to talk about two pathways that should be set up in the public high school setting for students with E/BD. Pathway one would be for students who are in eight and ninth grade and pathway two would be for tenth grade students and older who are failing coursework for any reason (e.g., due to academic, motivation, social-emotional, familial) and are unable to earn credits in the required academic content. Pathway one is focused on academics and requires proficient co-teaching approaches with appropriate accommodations and modifications for students having E/BD. Pathway two is where the student's IEP team meet with the family and begin planning an intensive vocational program that is driving by student interests and has extensive community placement/involvement. They state that if this type of plan is not in place, the student is likely to lose interest in academics and fail courses and ultimately drop out of school.

It continues to talk about how students with disabilities who are spending most of their school day in a general education classroom are less likely to drop out and obtain higher scores

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on math and reading standardized test. There is a concern that teachers have not been adequately educated to work with students who have the diagnosis of E/BD. Due to this, they may be unable to provide opportunities to students to make academic progress in their class. The authors state that high school teachers are experts in their specific subject areas and lack the training to provide supplemental support for the struggling learners in their classes (Feuerborn, Sarin, & Tyre, 2011; as cited in Cheney, Cuning, Selmrod 2013, p.346). On the other hand, special educators struggle to provide academic support to students with E/BD as they are not as knowledgeable in the content area as the general education teacher (Cheney et al., p346). Rea, McLaughlin, & Walther-Thomas (2002) found that students with disabilities in co-taught classes performed better on measures such as report card grades and attendance than in the single-teacher class, even though student performance on high-stakes tests were comparable across types of classes (Cheney, Cumming, & Slemrod, 2013; as cited in Walker & Gresham, 2016).

Components of a Point and Level System

Many effective programs for students with emotional and behavioral disorders (E/BD) implement a points and level system. These systems provide students with E/BD motivation to improve behavior by the staff awarding points to students for prosocial behavior throughout the school day (Cancino & Johnson, 2007). Cancino & Johnson state that point and level systems are used to provide fair and consistent order in programs for students with E/BD. The level systems provide teachers and staff with a clear structure for effectively reinforcing and utilizing descriptive and instructional praise and corrective teaching and are also used to generalize behaviors from special education settings to inclusive settings.

It is noted by Cancino & Johnson that point and level systems used together can help students gain confidence in their ability to be successful again. Point and level systems also

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allow teachers to analyze student behaviors on a frequent basis and provides them with opportunities to increase the rate of feedback and/or praise to their students. Teachers working with students with E/BD diagnosis, need to have a strong therapeutic relationship with their students. Point and level systems help students make connections between their behaviors and the consequences they receive. When point and level systems are developed and implemented correctly, both academic and social behaviors are accounted for. The following major components should be included when developing a point level system: (a) identifying target behaviors that the point level system will include and developing point sheets to monitor these behaviors; (b) developing a time frame for providing feedback; (c) determining the point value for each target behavior; (d) developing a continuum of levels to indicate progress students are making through the system and setting criteria for moving up and down the levels; (e) selecting reinforcers and privileges associated with each level; (f) determining when students have access to back up reinforcers (e.g., activity reinforcers, edibles, and tangible rewards); (g) deciding how to keep track of points earned or spent; and (h) developing a procedure to monitor students' progress and system evaluation (Cancio & Johnson).

Point system. Point sheets (see Appendix A) can be used by teachers as a monitoring tool and by students to self-monitor. The behaviors that are being monitored on the point sheet need to be assigned a point value. Assigning a point value to the target behaviors will help ensure students will 'buy in' to the point and level system and provide enough motivation for students to display appropriate behaviors.

With the point system, it is important to have back up reinforcers (e.g., activity reinforcers, edibles, and tangible rewards) for students to 'buy' using the points they earned. For the best outcome, ask students for input on what back up reinforcers they would be interested in

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earning. The reinforcers that are highly preferred should be worth higher point values and more challenging to attain (see Appendix G).

Staff will need to determine a way to track the number of points students have earned and spent during the week (see Appendix C). Staff will also need to determine who (staff or students) will be responsible for recording the number of points earned and spent. It is important that if it is decided that students will keep track of points earned and spent that staff overlook the process to ensure it is being recorded properly. They will also need to determine when students can spend the points they earned during the day along with if students need to be on a certain level or not to spend their points. It is important to note that some students will save their points for the higher preferred reinforcers while some will need to access the reinforcers hourly or daily.

Types of behaviors. When selecting target behaviors to track on the point sheet, it is important to select behaviors that are observable and measurable. It is highly important that all people involved (i.e., teacher, staff, parents, and students) have a clear understanding of the target behaviors being tracked. This is important, so students get the same reinforcement/consequence for the behavior(s) displayed across all settings and are not receiving mixed feedback. It is also important to have target behaviors that are associated with both social and academic outcomes, as well as some outlined in their Individual Education Plan (IEP). It is also important to determine the number of target behaviors you are going to track on the point sheet. Jones, Dohrn, and Dunn (2004) have found that monitoring five behaviors for elementary students and seven for students at the secondary level is most effective. Tracking too many target behaviors may be overwhelming to all involved and tracking less will result in an inadequate picture of the students' performance in the classroom.

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Documenting information on sheets. You should list a series of behaviors on the axis of the point sheets and time frame on the other axis (see Appendix A). During each scoring period, students are awarded points indicating the presence or absence of prosocial behavior (Cancio & Johnson). There are mixed reports about who should be completing the point sheets. Some believe staff should start out with documenting and as the student progresses through the level system that he/she should be responsible for documenting his/her points with staff verifying that he/she accurately reported his/her points. Others believe that staff should complete the documentation of points on the point sheets and ask students how they rate themselves and if it matches they get the point for the area and/or are awarded a bonus point for accurately self-monitoring their behaviors. This is something staff need to decide when implementing a point and level system in their program.

There are also mixed feelings on who should keep track of points students earn and spent during the week (see Appendix C). Some argue that students should do this as it would be good basic math skills for them to utilize while adding/subtracting points each week. Others argue that students may not accurately keep track of the points they earn/spend and that could cause issues with the point and level system. To avoid the issues of students not being honest, staff could review the points earned/spent system to verify they are completing the adding/subtracting of points correctly.

Level systems. Level systems are essentially an application of the principle of shaping, where the goal is self-management (i.e., developing personal responsibility for social, emotional, and academic performance) (Cancio & Johnson). “Self-management is the outcome of a process involving self-monitoring, self-evaluation, and self-reinforcement, all of which are involved in level systems” (Kanfer and Zich, 1974; as cited in Cancio & Johnson 2007, p.513). A student's

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progress through the various levels of a Level System depends on changes in his or her measurable behavior and achievement (see Appendix F). As the student progresses through the levels, the behavioral expectations and privileges provided for acceptable behavior are altered toward the eventual goal of self-management (Cancio & Johnson).

Most point and level systems utilize a minimum of four levels. Students start out at Level 1 and progress up or down based on the number of points he/she earns during the week. It is believed that students who receive more frequent feedback on their behaviors, change their behaviors faster than those who do not receive feedback frequently. It is suggested that as students' progress up in the level system that the frequency of feedback should be reduced to reflect what the students would receive in a more generalized setting.

It is important that students are aware of how they can move up and down the levels. Each level needs to have different privileges for students to earn to help motivate them to want to progress to the next level. It is recommended that students do not move up or down more than one level at a time. Staff members need to determine the percentage of points students need to earn each week for a set amount of time to move to the next level.

Privileges and incentives. Researchers suggest that when students are directly involved in selecting the privileges and reinforcers associated with each level, they often select highly practical and useful reinforcers and they are more likely to find the privileges and reinforcers more meaningful (Jones et al., 2004). More preferred reinforcers and privileges should be associated with higher point levels. In addition, a reinforcer menu should be developed and be posted in the classroom (see Appendix G), so students can see what reinforcers are accessible to them (Cancio & Johnson).

Conclusion

The key to a successful program for students with E/BD is to have strong academic instruction and interventions. It is important for staff working with this type of student population to build positive relationships with students. Researchers agree that there are no one-size fits all. Some researchers state that it is best for educators to focus on the academic instruction and that will help reduce the amount of behaviors being displayed. The researchers pointed out that it is best for students to have their academics taught by general education teachers with special education teacher providing accommodations/modifications that are outlined in their IEP.

Researchers state that point and level systems are successful when staff members are consistent across the board with expectations. The expectations on what students need to do to move up and what results in them moving down within the level system need to be clearly stated. It is also important to help ensure student 'buy in' that they (students) have a say in what their back-up reinforcers and privileges they want to earn for each level. It is important that students know that staff members are on the same page with the point and level system and that there are no gray areas.

It is also important that staff are checking to see if their E/BD program is running effectively. Researchers state that it is important to develop a team that monitors the program's effectiveness multiple times throughout the school year. There are multiple protocols that a program can utilize to check if their program is running effectively. The team would need to look at the variety of protocols and determine which one(s) they would like to utilize to check their program's effectiveness. The most important part is that any area that is indicated not being

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implemented consistently, or is underdeveloped, needs to be addressed and changes need to be made to get that area "fixed."

CHAPTER THREE - DATA COLLECTION

Research Question

As a special education teacher in an E/BD self-contained program, I have noticed that my students were displaying challenging/disruptive behaviors more frequently and were struggling to follow classroom expectations/rules. I decided that I needed to complete research to identify what kind of impact an effective point and level system has on challenging behaviors for students with Emotional Behavior Disorders in a self-contained classroom. It is important for self-contained E/BD programs to have an effective point and level system to reduce the amount of challenging behaviors. I formulated the following question to help guide my research:

1. What is the impact of an effective point and level system on challenging behaviors on students with Emotional Behavior Disorders in a self-contained classroom?

Methods

Data Collection. The types of data collection that were utilized during this action research were quantitative and qualitative data. Data were collected daily and during each class period for twelve weeks. People who were responsible for recording the data were myself and/or the two paraprofessionals in my classroom. The paraprofessionals were taught how to enter the data and were aware of what behaviors students were being tracked on and when to award a point.

I collected quantitative data by utilizing the Daily Point Sheets (Appendix A). This was used to track individual students progress on the behaviors that limit/interfere with their academic progress and behavioral progress in the program. Students could lose a point for each target behavior being tracked during each class period. If a student was redirected for a target

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behavior, and s/he did not redirect, s/he obtained a point for the period for that behavior area.

Students received feedback on each target behavior throughout the class period. The daily point sheet was completed by staff and the information was shared (verbally/nonverbally depending on student needs) with students throughout the school day. Students who were Level 1 (most restrictive level, less amount of privileges) received feedback on their behaviors four times during the class period. Level 2 students received feedback on their behaviors three times during the class period. Students who were Level 3, received feedback on their behaviors two times during the class period. Level 4 students received feedback on their behaviors one time, at the end of the class period.

Another form I created and that will be used was the Student Level and Point Sheet form (Appendix C). This form was used to post the student levels and the amount of points they earned in reflection to what was documented on the Student Daily Point Sheet (Appendix A) and the Student Point Spreadsheet Database (Appendix B). The Student Level and Point Sheet form was posted in the classroom on a bulletin board with other important information for students.

Qualitative data were also utilized during this study. The form that was used for qualitative data were the Student Daily Notes document (Appendix D). I created this form to be utilized to record observational data on each student for each class period. This document helped keep track of specific behaviors that occurred during the class period to assist staff with gathering documentation for further support and/or services needed for student success. This form also helped ensure there was consistency with the points being entered into the Student Daily Point Sheet (Appendix A) and the Student Point Spreadsheet Database (Appendix B).

Another qualitative data collection form used was a student survey (Appendix E). Students were given a survey at the beginning of the school year, prior to this study starting,

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asking them what incentives (e.g., activity reinforcers, edibles, tangible rewards, etc.) they would like to purchase with points they earned for displaying appropriate behavior and following classroom expectations during this school year. Students were asked to complete the survey again at the end of first semester/beginning of second semester to see if reinforcers were still relevant to them. Students were interested in earning points when they are working for incentives that they deemed as desirable. Each time students were given this form to complete they were given up to a week to complete and return it to the teacher. I also provided them with ideas of different incentives past students had asked to ‘buy’ with their points.

Data Management. I developed a database in Excel that helped with computing the quantitative data that were collected on the Daily Point Sheets (Appendix A). This data base was titled Student Point Spreadsheet (Appendix B). This form was filled out daily with the data that was collected on the Daily Point Sheet. This database had multiple purposes. One purpose of the Student’s Point Spreadsheet was to calculate the daily and five-day average percentage, that the students were able to meet the target behaviors appropriately. Another purpose of this database was to calculate the number of points students lost in each target behavior area tracked. The database had a bar graph that showed total points possible for the quarter along with total points lost for the quarter, so staff could see what target behaviors presented as barriers to the student’s ability to be successful. The database also had a bar graph that showed total points possible for the quarter along with total points lost for the quarter, so staff could see if there is certain time(s) or class(es) that presented as barrier(s) to the student’s ability to be successful.

Timeline/Frequency. During this action research study, data were collected daily on each student and on each of the documentation sheets talked about above (Daily Point Sheet, Student Point Spreadsheet, and Student Daily Notes). Data were collected for a period of twelve

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weeks. During this time frame, staff members updated each student's levels and points every Thursday morning.

Ethical Issues

Protection of Human Subjects. This study posed no risks to student who were participating in it. All information collected on each individual student participating in the study was kept confidential. The data collected were not able to be linked to any certain individual and the data were only utilized for this study. If a student refused to participate in the study, it would not affect his/her grades, levels, or any relationships with anyone in the self-contained E/BD program or the School District.

CHAPTER FOUR - RESULTS

Data Collection

The purpose of this study was to identify what kind of impact an effective point and level system has on challenging behaviors (e.g., defiance, use profanity to express thoughts/feelings/opinions, answer/make phone calls during class) for students with Emotional Behavior Disorders in a self-contained classroom. Data were collected daily for each class period for twelve weeks. The first six weeks, I collected the pre-intervention data for this study. During the last six weeks, the point and level system was updated to reflect what was suggested in the literature review and post-intervention data were collected.

As indicated above, the point and level systems were updated to reflect changes based on what was found during the literature review. The point sheets were changed the following ways:

- (1) changed from tracking the following ten behaviors: (1) unprepared for class, (2) non-participation in class, (3) unfinished assignment/task, (4) inappropriate peer interactions, (5) inappropriate staff interactions, (6) unassigned area, (7) used inappropriate language, (8) individual IEP goal 1, (9) individual IEP goal 2, and (10) individual IEP goal 3; to tracking the following seven behaviors: (1) unprepared for class, (2) non-participation in class, (3) unfinished assignment/task, (4) inappropriate peer interactions, (5) inappropriate staff interactions, (6) unassigned area, and (7) used inappropriate language,
- (2) students received feedback more often during the class period (e.g., Level 1 received feedback four times during the class period, Level 2 received feedback three times during the class period, Level 3 received feedback two times during the class period, and Level 4 received feedback once during the class period),

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- (3) level system was updated from having three-level system to four-level system. The three-level system had the following criteria: Level 1- most restrictive level, remain in his/her classroom during passing time, eat lunch in his/her classroom, escorted by staff to any location in school (e.g., nurse, bathroom, walk, office, drink), earned 79% or less on his/her five-day point average, receiving an “F” in his/her class(es); Level 2- students earned at least 80% or higher on five-day average on point sheets, had “D’s” or higher in all classes, could participate in passing time, eat lunch in the classroom, and were able to move about school without staff escort; Level 3- students earned at least 90% or higher on five-day average point sheets, had “C’s” or higher in all classes, could eat lunch in the lunchroom, and all the Level 2 privileges as well.
- The four-level system had the following criteria: Level 1- most restrictive level, remain in his/her classroom during passing time, eat lunch in his/her classroom, escorted by staff to any location in school (e.g., nurse, bathroom, walk, office, drink), earned a five-day average of 79% or lower on his/her daily point sheets, receiving an “F” in his/her class(es); Level 2- earned a five-day average of 80% or higher on his/her daily point sheets, receiving “D’s” or higher in all his/her classes, eats lunch in his/her classroom, allowed to participate in passing time; Level 3- earned a five-day average of 85% or higher on his/her daily point sheets, receiving “C’s” or higher in all his/her classes, allowed to participate in the Level 3 and Level 4 Movie Activity, allowed to eat lunch in the lunchroom and all the Level 2 privileges; and Level 4- least restrictive level, earned a five-day average of 90% or higher on his/her daily point sheets, receiving “C’s” or higher in all his/her classes, allowed to participate in the Level 4 off-campus activity, and all the Level 3 privileges.

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- (4) incentives and back-up reinforcers were adjusted to ensure students were still interested (i.e., motivated to do well) to obtain them. Examples of incentives students wanted to work for were: watching movies, going out to eat for lunch, and off-campus trips (e.g., Wow Zone, Trampoline Park, fishing trip) and examples of back-up reinforcers were, but not limited to: snack packs (e.g., 100 calorie snack packs of crackers and cookies, granola bars, Gatorade, Powerade, Propel, buying out of a daily assignment (but not quiz/test/project), pizza party, and afternoon movie (regardless of level status).

Quantitative data were collected daily in each class period for each individual student on the Daily Point Sheet (see Appendix A) that I created to keep track of students' progress on the behaviors being tracked. The behaviors that were tracked during this study were:

(1) unprepared for class (e.g.; student was late, student didn't have required materials for class and student wasn't ready to participate in class),

(2) non-participation in class (e.g., student didn't work on the task(s) assigned by staff for most of the period (at the discretion of the teacher), student didn't participate in class discussions/activity),

(3) unfinished assignment/task (e.g., student didn't complete assignment, Student didn't turn assignment in on time, student didn't complete assignment/task at or above criteria set by staff),

(4) inappropriate peer interactions (e.g., student didn't show respect for their own and other's personal space, student didn't use acceptable physical boundaries towards self, others and property, and student didn't use respectful verbal interactions with peers),

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(5) inappropriate staff interactions (e.g., student didn't use respectful language with staff, student didn't respect physical boundaries of staff, and student didn't comply with staff directives with less than two prompts),

(6) unassigned area (e.g., student didn't remain in the designated area), and

(7) used inappropriate language (e.g., student didn't refrain from using profanity and student didn't expressed his/her thoughts/feelings/opinions in age appropriate manner).

The data from the Daily Point Sheets were put into the Student Point Sheet Database (see Appendix B) that I created to calculate the percentages and students' individual points. Student data were interpreted weekly and entered on the Student Level and Point Data Tracker sheet (see Appendix C) and posted on the bulletin board for students to see. I created this form to keep students informed of their weekly progress on their behavior points along with letting them know what Level they earned from the previous five-day percent average. Qualitative data were also collected on each student by utilizing the Student Daily Notes document (see Appendix D). I created this document to help keep track of why students earned and didn't earn the points for the behaviors being tracked on the Daily Point Sheet.

Results

Research Question: *What is the impact of an effective point and level system on challenging behaviors on students with Emotional Behavior Disorders in a self-contained classroom?*

The following tables and figures in this section provides numeric comparisons along with visuals of the data that were collected during this study. As the data are reviewed, it will be obvious that five out of the six students obtained higher points post-intervention than pre-

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intervention. In order to analyze that data properly, I broke the data down into two components pre-intervention and post-intervention data. I broke each of these components down further to show any differences in the students' performance in each content area, differences in performance in each target behavior being tracked, and the amount of times students obtained Level 1, 2, 3, or 4 status during the study, with Level 4 being the level that all students should want to obtain, as it is the least restrictive level and has the most privileges available.

Table 1 shows descriptive information about the study participants age, gender, ethnic background, and grade s/he is enrolled in.

Table 1
Student Participant Data

	Gender	Age	Grade	Ethnic Background
Student 1	Male	13	9 th	Caucasian/Hispanic
Student 2	Male	13	9 th	Hispanic
Student 3	Female	17	11 th	Caucasian
Student 4	Male	13	9 th	Hispanic
Student 5	Female	18	12 th	Caucasian/Hispanic
Student 6	Male	13	9 th	African American

As you can see above, there are 4 males and 2 females, and you can see that participants are in grades 9th, 11th, and 12th grade.

Table 2 shows how many days out of 30 days, that each student was in attendance during each intervention stage and for the duration of the study.

Table 2
Student Participant Attendance Data

	Pre-Intervention Attendance	Post-Intervention Attendance	Total Days in Attendance
Student 1	30/30 100%	27/30 90%	57/60 95%
Student 2	19/30 63.3%	25/30 83.3%	44/60 73.3%

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Student 3	30/30 100%	28/30 93.3%	58/60 96.7%
Student 4	19/30 63.3%	15/30 50%	34/60 56.7%
Student 5	27/30 90%	29/30 96.7%	56/60 93.3%
Student 6	25/30 83.3%	24/30 80%	49/60 81.7%

Note. The total amount of days per each intervention stage for students to be in attendance for was 30 school days.

As you can see in the table above, Student 3 had the best attendance during the duration of the study with only being absent two days during the post-intervention stage. Student 4 was absent the most out of all the study participants, because Student 4 was present for 19 days therefore absent for 11 days during the pre-intervention stage and was present for 15 days, and absent for 15 days during the post-intervention stage.

Table 3 shows descriptive information specific to each students' Individual Education Plan (IEP) goals. These are the behavior goals that each individual student's IEP Team determined that they needed to improve on due to their individual needs.

Table 3
Individual Student Behavior Goals Information

	Goal 1	Goal 2	Goal 3
Student 1	Remain on-task as directed	Accept answer/direction given in appropriate manner	Refrain from displaying and feeding into negative behaviors
Student 2	Express thoughts, feelings, and opinions in appropriate manner	Refrain from feeding into negative behaviors	Refrain from invading peers' physical boundaries
Student 3	Transition between class activities appropriately	Refrain from making inappropriate comments in class	Start working on assignment/task within 2 minutes and remain on-task as directed

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Student 4	Refrain from displaying and feeding into negative behaviors	Accept directive/answer from staff in appropriate manner	Remain on-task as directed and complete given task with effort
Student 5	Have appropriate interactions (verbal and physical) with others	Refrain from walking out of the classroom when denied own way	Remain on-task as directed
Student 6	Start working on assignment/task within 2 minutes	Accept answer/directive given by staff appropriately	Refrain from having negative interactions (verbal and physical) with peers

Note. Some students had academic based goals, however they are not included as they are not pertinent to this study.

As you can see above, students have behavior goals that are focusing on improving on the following: emotional regulation (e.g., accept directive/answer from staff in appropriate manner, refrain from being physical/verbal aggressive with others), participating in class appropriately (e.g., remain on-task, complete assignments), work completion (e.g., start working on given task/assignment within 2 minutes), and social interactions (e.g., refrain from using profanity, refrain from making inappropriate comments, express feelings/thoughts/opinions in an age-appropriate manner).

Table 4 shows the pre-intervention data that were collected on the six students who were receiving educational services in the self-contained E/BD classroom. This table shows the amount of points each student lost out of total amount of points possible for class period. The data outlined in this table shows what subject area(s) students display more or less challenging behaviors in.

Table 4

Student Pre-Intervention Data- Amount of Points Lost Out of Points Possible by Class Period

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Social Skills	147/300 49%	N/A N/A	125/300 41.7%	N/A N/A	111/270 41.2%	84/250 33.6%

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Rec/Physical Education	117/300 39%	N/A N/A	68/300 22.6%	78/190 41.1%	92/270 34.1%	192/250 76.8%
Math	162/300 54%	139/190 73.2%	34/300 11.3%	117/190 61.6%	118/270 43.7%	179/250 71.6%
Lunch	10/300 3.3%	27/190 14.2%	19/300 6.3%	8/190 4.2%	11/270 4.1%	36/250 14.4%
English	234/300 78%	112/190 58.9%	36/300 12%	144/190 75.8%	102/270 37.8%	158/250 63.2%
Science	145/300 48.3%	124/190 65.3%	37/300 12.3%	153/190 80.5%	83/270 30.7%	120/250 48%
Social Studies	171/300 57%	135/190 71.1%	31/300 10.3%	123/190 64.7%	76/270 28.1%	175/250 70%
Skills for Positive Choices	N/A N/A	156/190 82.1%	51/300 17%	146/190 76.8%	129/270 47.8%	175/250 70%
Point Total	893/2100	692/1140	401/2400	769/1330	719/2160	1119/2000
Mean Percent	42.5%	60.7%	16.7%	57.8%	33.3%	55.9%

Note. The above data were collected for a period of six weeks during the pre-intervention stage of this study. All classes are 50 minutes long, however Lunch is only 25 minutes long. Students can accumulate up to 10 points for each of the classes and lunch period. The higher points indicate students displayed more challenging behaviors during that class. Areas with N/A are class periods where student attended classes outside of the self-contained classroom and no data were collected in those classes.

As you can see above, Student 1 struggled the most during English because the student lost 234 points out of a possible 300 points during this class period that equates to displaying challenging behaviors 78% of the time. Data show that Student 1 does best during Lunch, because the student lost 10 points out of the 300 possible points during this time of the day, which equates to 3.3% of the time.

Table 5 shows the pre-intervention data that was collected on the six students who were receiving educational services in the self-contained E/BD classroom. This table shows the amount of points each student lost out of total amount of points possible for each target behavior

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being tracked. These data can assist staff with determining what behaviors interfere/impede the students' ability to learn.

Table 5

Student Pre-Intervention Data- Amount of Points Lost out of Points Possible by Target Behaviors

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Unprepared for Class	78/210 37.1%	59/114 51.8%	37/240 15.4%	58/133 43.6%	47/216 21.8%	92/200 46%
Non-Participation in Class	86/210 40.9%	72/114 63.2%	31/240 12.9%	73/133 54.9%	73/216 33.8%	96/200 48%
Unfinished Assignment/Task	79/210 37.6%	65/114 57%	22/240 9.2%	69/133 51.9%	57/216 26.4%	87/200 43.5%
Inappropriate Peer Interactions	117/210 55.7%	74/114 64.9%	53/240 22.1%	93/133 69.9%	93/216 43.1%	142/200 71%
Inappropriate Staff Interactions	125/210 59.5%	83/114 72.8%	77/240 32.1%	100/133 75.1%	105/216 48.4%	151/200 75.5%
Unassigned Area	54/210 25.7%	58/114 50.9%	27/240 11.3%	58/133 43.6%	43/216 19.9%	78/200 39%
Individual IEP Goal 1	54/210 25.7%	66/114 57.9%	32/240 13.3%	69/133 51.9%	53/216 24.5%	94/200 47%
Individual IEP Goal 2	69/210 32.9%	63/114 55.3%	49/240 20.4%	70/133 52.6%	66/216 30.6%	96/200 48%
Individual IEP Goal 3	115/210 54.8%	78/114 68.4%	34/240 14.2%	92/133 69.2%	92/216 42.6%	143/200 71.5%
Used Inappropriate Language	116/210 55.2%	74/114 64.9%	39/240 16.3%	87/133 65.4%	90/216 41.7%	140/200 70%
Point Totals	893/2100	692/1140	401/2400	769/1330	719/2160	1119/2000
Mean Percent	42.5%	60.7%	16.7%	57.8%	33.3%	55.9%

Note. The above data were collected for a period of six weeks during the pre-intervention stage of this study. Students can accumulate 8 points per each area tracked, as students are able to obtain one point for each target behavior being tracked for each class period/lunch each school day on their daily point sheets. The higher the points lost means the target behavior was displayed more frequently by the student.

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As you can see in the table above, the target behavior that was interfered/impeded with Student 4's progress the most was inappropriate staff interactions (e.g., student didn't use respectful language with staff, student didn't respect physical boundaries of staff, and student didn't comply with staff directives with less than two prompts) with losing 100 points out of 133 points (equates to 75.1% of the time). The target behavior that interfered/impeded with Student 4's progress the least was tied with unprepared for class (e.g.; student was late, student didn't have required materials for class and student wasn't ready to participate in class) and unassigned area (e.g., student didn't remain in the designated area) with losing 58 points out of the 133 points total (equates to 43.6% of the time).

Table 6 shows how many times each student earned Level 1, 2, or 3 status during the six-weeks of pre-intervention data. Levels were based on each individual student's five-day behavior point average (Thursday to Wednesday).

Table 6

Student Pre-Intervention Data- Level Status Earned by Student

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Level 1	5	6	3	6	4	6
Level 2	1	0	2	0	1	0
Level 3	0	0	1	0	1	0

Note. The data above is based on the pre-intervention stage of this study. These data were collected over a period of six-weeks. The points students earn on their daily point sheets determines what level they make each week with the ability to move or down one level each week. Level 1 is the most restrictive level with the least amount of privileges and Level 3 is the least restrictive with the most privileges available to students.

As you can see above, Student 3 obtained Level 1 status three times out of the six weeks, Level 2 status two times out of the six weeks and level 3 status one time out of the six weeks. Students 2, 4, and 6 were only able to obtain the Level 1 status for the six weeks due to their excessive absences and behaviors that they displayed while they were in class.

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Table 7 shows the data that was collected on the six students who were receiving educational services in the self-contained E/BD classroom during the study. This table shows the amount of points each student lost out of total amount of points possible for class period. The data outlined in this table show what subject area(s) students display more or less challenging behaviors in.

Table 7

Student Post-Intervention Data- Amount of Points Lost Out of Points Possible by Class Period

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Social Skills	34/189 18%	N/A N/A	55/196 28.1%	N/A N/A	15/203 7.4%	62/168 36.9%
Rec/Physical Education	40/189 21.1%	N/A N/A	27/196 13.8%	39/105 37.1%	2/203 1%	57/168 33.9%
Math	39/189 20.6%	62/175 35.4%	37/196 18.9%	56/105 53.3%	17/203 8.4%	70/168 41.7%
Lunch	2/189 1.1%	5/175 2.9%	14/196 7.1%	9/105 8.6%	0/203 0%	16/168 9.5%
English	64/189 33.9%	71/175 40.6%	39/196 19.9%	52/105 49.5%	10/203 4.9%	96/168 57.1%
Science	35/189 18.5%	66/175 37.7%	27/196 13.8%	47/105 44.8%	11/203 5.4%	65/168 38.7%
Social Studies	46/189 24.3%	62/175 35.4%	43/196 21.9%	56/105 53.3%	24/203 11.8%	83/168 49.4%
Skills for Positive Choices	N/A N/A	79/175 45.1%	56/196 28.6%	67/105 63.8%	22/203 10.8%	78/168 46.4%
Point Totals	260/1323	345/1050	298/1568	326/735	101/1624	527/1344
Mean Percent	19.7%	32.8%	19%	44.4%	6.2%	39.2%

Note. The above data were collected for a period of six weeks during the post-intervention stage of this study. All classes are 50 minutes long, however Lunch is only 25 minutes long. Students can accumulate up to 7 points for each of the classes and lunch period. The higher the points indicate that the student displayed more challenging behaviors in class. Areas with N/A are class periods where student attended classes outside of the self-contained classroom and no data were collected in those classes.

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As you can see above, Student 1 displayed more challenging behaviors during English class with 64 points lost out of 189 points possible (equates to 33.9% of the time), however this is showing improvement as if you refer to Table 4, you will see that Student 1 had lost 234 points out of 300 points (equates to 78% of the time) during English class. This shows that the intervention put in place helped Student 1 reduce the amount of challenging behaviors being displayed in English class by 44.1%.

Table 8 shows the data that was collected on the six students who were receiving educational services in the self-contained E/BD classroom during the study. This table shows the amount of points each student lost out of total amount of points possible for each target behavior being tracked. These data can assist staff with determining what behaviors interfere/impede the students' ability to learn.

Table 8

Student Post-Intervention Data- Amount of Points Lost Out of Points Possible by Target Behaviors

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Unprepared for Class	10/189 5.3%	16/150 10.7%	40/224 17.9%	15/105 14.3%	8/232 3.4%	40/192 20.8%
Non-Participation in Class	50/189 26.5%	79/150 52.7%	50/224 22.3%	68/105 64.8%	17/232 7.3%	98/192 51%
Unfinished Assignment/Task	31/189 16.4%	74/150 49.3%	7/224 3.1%	44/105 41.9%	7/232 3%	71/192 37%
Inappropriate Peer Interactions	44/189 23.3%	36/150 24%	60/224 26.8%	60/105 57.1%	18/232 7.8%	92/192 47.9%
Inappropriate Staff Interactions	53/189 28%	84/150 56%	75/224 33.5%	79/105 75.2%	26/232 11.2%	126/192 65.6%
Unassigned Area	3/189 1.6%	8/150 5.3%	10/224 4.5%	3/105 2.9%	1/232 0.4%	5/192 2.6%

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Used inappropriate Language	69/189 36.5%	40/150 32%	56/224 25%	57/105 54.3%	24/232 10.3%	95/192 49.5%
Total	260/1323 19.7%	345/1050 32.9%	298/1568 19%	326/735 44.4%	101/1624 6.2%	527/1344 39.2%

Note. The above data were collected for a period of six weeks during the post-intervention stage of this study. Students can accumulate 8 points per each area tracked, as students are able to obtain one point for each area for each class period and for lunch each school day on their daily point sheets. The higher the points earned means the target behavior was displayed more frequently by the student.

As you can see above, the target behavior that Student 2 struggled the most with during post-intervention data collection was inappropriate staff interactions (e.g., student didn't use respectful language with staff, student didn't respect physical boundaries of staff, and student didn't comply with staff directives with less than two prompts) with losing 84 points out of the 150 points possible (equates to 56% of the time). If you refer to Table 5, you will see that Student 2 also struggled the most with inappropriate staff interactions the most with losing 83 points out of the 114 points possible (equates to 72.8% of the time). This shows with the intervention in place, Student 2 was able to reduce the amount of inappropriate staff interactions displayed in class by 16.8% of the time.

Table 9 shows how many times each student earned Level 1, 2, 3, or 4 status during the six-weeks post-intervention data. Levels were based on each individual student's five-day behavior point average (Thursday to Wednesday).

Table 9

Student Post-Intervention Data- Level Status Earned by Student

	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6
Level 1	1	6	0	6	0	6
Level 2	3	0	4	0	0	0
Level 3	2	0	2	0	1	0
Level 4	0	0	0	0	5	0

Note. The data above is based on the pre-intervention stage of this study. These data were collected over a period of six-weeks. The points students earn on their daily point sheets determines what level they make each week with the ability to move or down one level each week. Refer to Appendix F for Leveling criteria

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As you can see above, Students had more success with making it to lesser restrictive levels during the post-intervention. For example, Student 1 went from being a Level 1 for 5 out of 6 weeks and Level 2 for 1 out of 6 weeks during the pre-intervention stage (refer to Table 6 in this section) and post-intervention, Student 1 was a Level 1 for 1 out of 6 weeks, Level 2 for 3 out of 6 weeks and Level 3 for 2 out of 6 weeks. Student 2, Student 4, and Student 6 continued to remain Level 1 for 6 out of 6 weeks during the post intervention stage, however the amount of points they earned increased, but not enough to obtain a lesser restrictive Level. If you refer to Table 2 in this section, you would see that these 3 students had the most absences during the study. With the students being absent, they are missing opportunities to earn their daily points that are needed to move to a lesser restrictive level each week.

The following figures show the numerical data shared above into bar graphs to show the differences between pre-intervention and post-intervention data. Data were collected for six weeks for both the pre-intervention and post-intervention data collection stages.

Figure 1 shows a comparison between each individual student's target behavior mean percent earned during the pre-intervention and post-intervention data collection periods.

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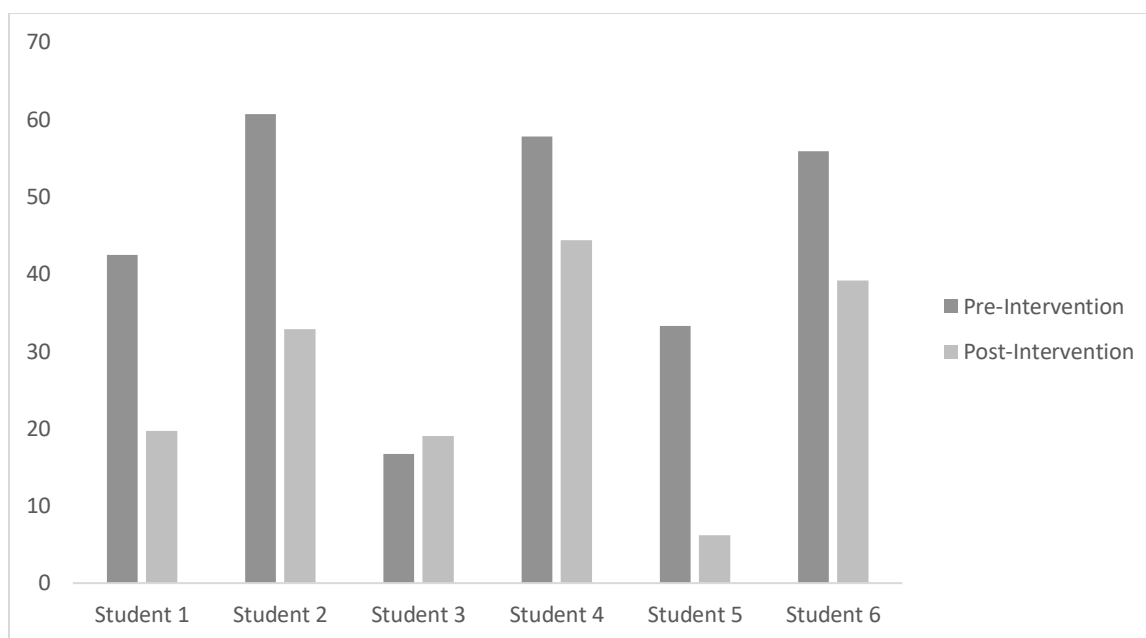


Figure 1. Students' target behavior mean percent pre-intervention data compared to students' target behavior mean percent post-intervention data.

As you can see, five out of the six students displayed fewer challenging behaviors during the post-intervention phase than what they displayed during the pre-intervention phase. Student 3 displayed more challenging behaviors during the post-intervention phase than during the pre-intervention phase.

Figure 2 shows a comparison of Student 2's points that the student earned on target behaviors during pre-intervention and post-intervention data collection. Student 2's data reflect having the highest impact by the intervention being put in place.

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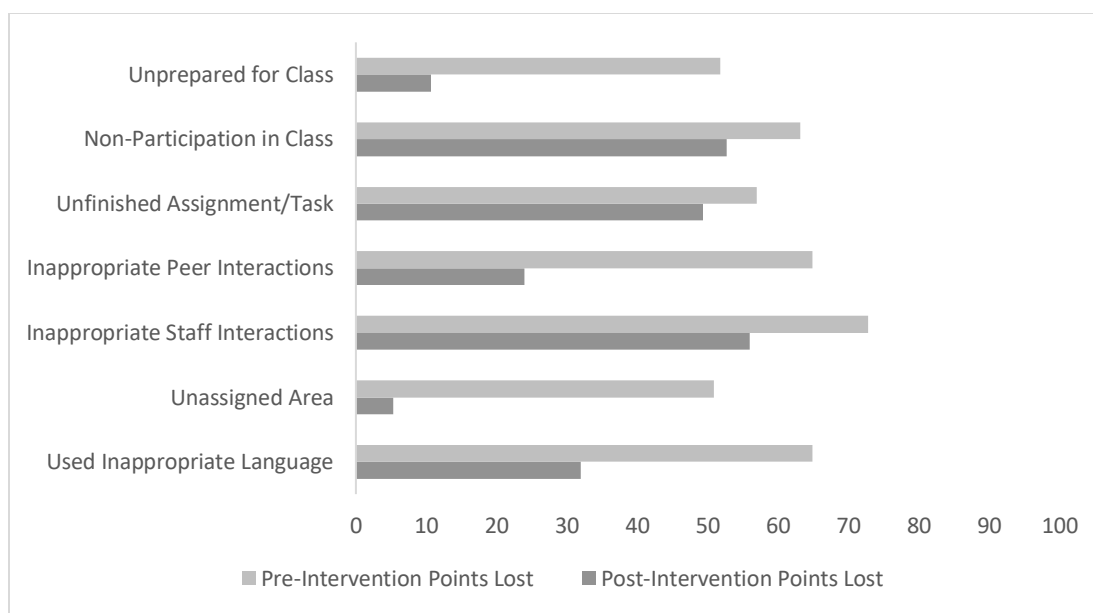


Figure 2. Comparison of student 2's target behavior pre-intervention and post-intervention data.

As you can see in Figure 2 above, Student 2 was displaying quite a lot of challenging behaviors during the pre-intervention data collection stage. Once the intervention was in place, you can see that the amount of challenging behaviors that the student displayed was reduced. Even though this student did not obtain a level status higher than Level 1, this student had the highest mean percent reduction in challenging behaviors of 27.8%. Student 2 responded well to receiving feedback more often during the class period and appeared to help him display more appropriate behaviors during the class periods.

Figure 3 shows a comparison of Student 3's points that the student earned on target behaviors during pre-intervention and post-intervention data collection. Student 3's data reflects

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having the lowest impact by the intervention being put in place.

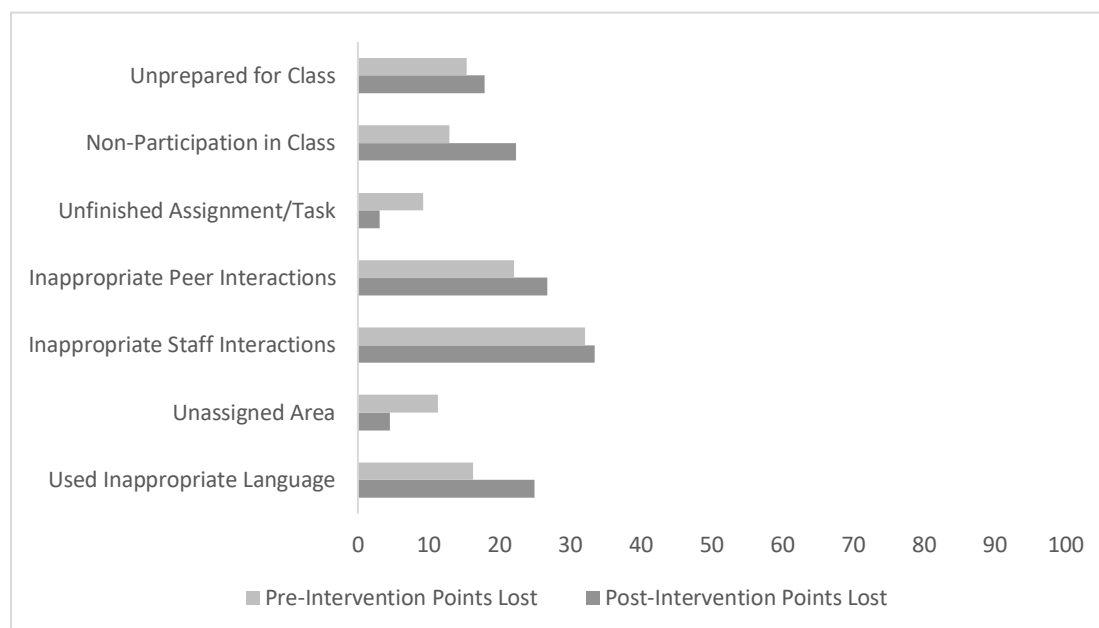


Figure 3. Comparison of student 3's target behavior pre-intervention and post-intervention data.

As you can see in Figure 3, Student 3, for the most part, displayed fewer challenging behaviors during the pre-intervention stage than during the post-intervention stage. This student increased the amount of challenging behaviors displayed by 2.3%. It is important to note that Student 3 had some major changes that occurred in life outside of school that the student was not aware of occurring until they happened during the post-intervention stage. I believe that if these major life changes would not have occurred in the student's life that the student's post-intervention data would look similar to the other students' data in the study.

Figure 4 shows the comparison of levels that each individual student obtained during the study. These data were displayed by pre-intervention data compared to post-intervention data.

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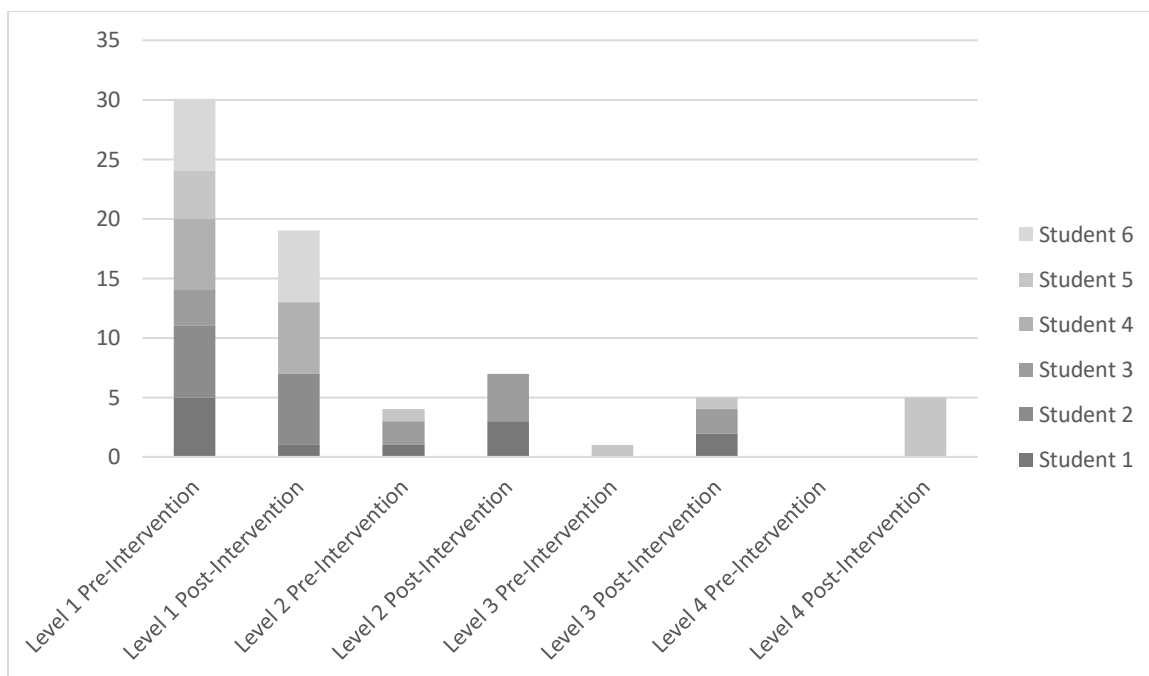


Figure 4. Pre-intervention data compared to post-intervention data on level status earned by each individual student.

As you can see in Figure 4, that Student 1, Student 3, and Student 5 all made progress on obtaining higher level status' during the post-intervention. Student 2, Student 4, and Student 6 did not make any progress in moving in a lesser restrictive Level due to the amount of absences (refer to Table 2) and the amount of challenging behaviors they continued to display during both the pre-intervention and post-intervention stages. Even though these three students displayed fewer challenging behaviors during the post-intervention stage, they did not meet criteria to move up to a Level 2, 3 or 4 status.

Data Analysis

While looking at the data that I collected, I was surprised to see how much progress the students made during the post-intervention stage of this study from the pre-intervention stage. Five out of six students were able to reduce the amount of challenging behaviors that s/he displayed during the post-intervention stage. The five students reduced the amount of

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challenging behaviors displayed by a mean percent between 12.3% to 27.8%. By updating the point and level system component of the self-contained classroom, students were more productive in the classroom and the amount of challenging behaviors displayed in the classroom were reduced.

One student out of the six, had data that showed that student regressed during this study. The student increased the amount of challenging behaviors displayed by a mean percent of 2.3% during the post-intervention stage of the study. It is important to note that this individual student had some major changes that were occurred in the student's life outside of school. This is important information for any researcher to be aware of. Students' ability to do well inside of school is dependent on what is also occurring in their lives outside of school. I believe that if this student didn't experience the major changes in the student's life outside of school, that the student would have had data that reflect similar to the rest of the participants.

With the data that were collected, I was able to gain additional information about students besides what target behaviors (challenging behaviors) interfered/impeded with their learning. I was able to use the data collected to see what class(es) the students displayed the most challenging behaviors. I took the time to meet with students to attempt to problem solve why s/he displayed more challenging behaviors in his/her class(es) and asked students what would help him/her become more successful in his/her class(es). I also used this data to help guide decisions that were made regarding class schedules for the following semester and/or the next school year. The lower number of points displayed in class(es) shows students are more engaged in that class and that s/he sees that class as a class s/he enjoys.

Another way that I utilized that data was to help develop IEP goals and objectives. The data that were collected gives a good picture of how the student is currently functioning in the

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classroom and shows what the biggest barriers for the student to be successful in the educational setting. I present the data that were collected to the IEP team during the meeting and we discuss what the student's strengths are and what are the biggest areas of concern. From there, the team decides to pick two or three of the target behaviors that have the highest points (means they displayed those challenging behaviors the most) and develop two or three IEP goals based on those target behaviors. The baseline data is recorded from the data that were collected and we determined what an attainable growth percent would be for the student.

I believe one major component to the reduction in the amount of challenging behaviors being displayed is due to the point and level systems being updated to reflect what I had found during the literature review. With the previous point system, students potentially were getting multiple points at a time for one challenging behavior being displayed, due to their individual IEP goal(s) lining up with a target behavior already being tracked. For example, if a student had used profanity in class, and the student had an individual IEP goal that expressing himself/herself in an appropriate manner, s/he would get marked for that IEP goal point along with the used inappropriate language point. Where another student who didn't have an IEP goal on expressing himself/herself in an appropriate manner, would only get marked for used inappropriate language. Another reason I believe there was a reduction in challenging behaviors with the updated point and level systems was once they lost the points they quit trying and escalated their behaviors further. By providing students feedback on their behaviors, multiple times throughout the class period, it helped students know that even though they got marked for that point, that they still have the chance to not get marked for the other points throughout the period. Another component that was changed on the point system was the amount of target behaviors being tracked. During the pre-intervention stage, students were tracked on 10 target behaviors, seven

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of which were class wide, and three were individualized behavior goals based off each student's Individualized Education Plan (IEP). Some of the target behaviors that were being tracked lined up with the individual IEP goals, so in some cases during the pre-intervention stage, students could have been marked for more than one point for displaying a challenging behavior. The point system was updated from tracking ten target behaviors to tracking seven as the literature review had revealed as an appropriate amount of target behaviors to track on secondary school students.

Implementing the point and level systems in the self-contained classroom took quite a bit of work on my part. I had to figure out what challenging behaviors were interfering/impeding students' ability to learn in the classroom. From there, I had to determine how I was going to collect data on the challenging behaviors (target behaviors) being tracked and how I was going to keep all the data in an organized manner. After getting these items figured out, I had to teach the paraprofessionals how to utilize the data collection tool I created, Daily Point Sheet (see appendix A), and how to enter the data from the Daily Point Sheet into the database management form I created, Student Point Spread Sheet (see appendix B). This took some time to ensure that data were being entered correctly on each form to reflect accurate information on each students' behaviors.

As I was explaining how to fill out the forms to the paraprofessionals, I decided in order to help keep things as accurate as possible, that it was necessary to have a document for staff to type a summary of each class period for each student for each day the student was present. I created a word document titled, Student Daily Notes (see appendix D). Both the paraprofessionals and I had access to this document and typed a summary of what occurred

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during each class period that the students were in attendance for. If students were absent we would document excused or unexcused absent along with the reason of the excused absence.

I needed to figure out how to get students feedback about what incentives and back-up reinforcers they would want to work towards, so I developed the Student Incentive Survey (see appendix E) and asked students to fill it out and return it back to me. After receiving the Student Incentive Survey from all the students, the paraprofessionals, behavior counselor and myself, took the information from the surveys and came up with a list of incentives/ back-up reinforcers (see appendix G) and the number of points students would need to spend to 'buy' the back-up reinforcers that they indicated they were motivated to earn/buy. I also needed to create level system criteria. To create this form, I asked the paraprofessionals and behavior counselor to help develop the criteria to move up and down on the level system for the classroom (see appendix F).

I am not going to lie, it took some time for staff to get used to the point and level system. It also took some time for students to get used to the point and level system. At first students did not like hearing that they were marked for the behaviors they were marked for and at times they would argue that they didn't display the behavior(s) they were marked for and others just didn't seem to care at all about the point and level system as they thought it was pointless. The students who thought the point and level system was pointless, were the students who displayed the challenging behaviors the most in the classroom on a daily basis. Students who were doing relatively well in the classroom were upset that they had to earn a certain level in order to have certain privileges, when they had access to them prior to the point and level system being put in place.

One suggestion I would make that if you are planning on implementing a point and level system into your classroom and/or program, I would suggest you start it at the beginning of the

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school year and not during the middle of the school year. I believe that it would be much easier to implement if it was at the start of the school year. Another suggestion is that you need to make sure that all staff working in your classroom/program are on the same page with expectations and follow the point and level system to a “T”. In order for a point and level system to be successful, everyone needs to be on the same page and follow the rules/expectations. If everyone is not on the same page, the point and level system will not work as it should.

Conclusion

By updating the point and level system to reflect what was stated in the literature review helped provide a more positive vibe in my classroom. Students were able to have more immediate feedback on their behaviors to help them adjust, so they didn’t obtain all the points for the class period due to displaying challenging behaviors for only 5 minutes of the class period. Updating the level system to have four levels rather than three, also helped because when they increased to a lesser restrictive level, the students gained a couple more incentives/privileges at a time to ease them into a lesser restrictive level/privileges. I believe that the students may have been set up for failure due to the previous point and level system set up due to having little to no privileges to having quite a few and it was too much for most students to handle at one time.

In conclusion, my results confirm some of the studies I have included in my literature review. Farrell (1997) noted that some educators maintain that teaching students with E/BD can be successful with a level system in place. He continues to talk about how teachers can shape desired student behaviors in hierarchies of levels through a systematic application of behavior principles and that students learn through reinforcement and mastering target behaviors through fulfilling certain criteria at each level prior to moving up to the next level. I believe the results

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are outlined in this section confirm that having a level system in place has helped students perform more appropriately in the classroom environment.

Cancio & Johnson (2007) study found that many effective programs for students with E/BD implement a point and level system. They point out that using point and level systems help students make connections between their behaviors and the consequences they receive. They also reported that students who receive more frequent feedback on their behaviors, change their behaviors faster than those who do not receive feedback as frequently. I believe that all of these items that Canico & Johnson reported in their study was confirmed by my study. During the post-intervention stage of my study, students received feedback more frequently than they did during the pre-intervention stage and results for the post-intervention stage show a reduction in the amount of challenging behaviors for five out of six of the participants. Prior to using the point and level system, I was spending most of my time redirecting behaviors rather than providing academic instruction. Shortly after the point and level system was implemented, the amount of time I spent redirecting behaviors was reduced and I was able to spend more of the class period providing direct instruction. Students were also making connections between the behaviors they displayed and the consequences they received for displaying those behaviors.

Lastly, Jones, Dohrn, and Dunn (2004) stated that monitoring seven target behaviors for students in the secondary level is most effective. They stated tracking too many target behaviors may be overwhelming for all involved and tracking less will result in an inadequate picture of the student. The amount of target behaviors that Jones, Dohrn, and Dunn is confirmed by my study. During the pre-intervention stage, students struggled to make it to a lesser restrictive level and I believe it was because some students were getting multiple marks for the same challenging behavior being displayed. When the point and level system was updated, students were only

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getting marked once for the challenging behavior being displayed instead of multiple as there was no target behavior overlap like there was when tracking individual IEP goals 1, 2, and 3 in the pre-intervention stage.

CHAPTER FIVE - IMPLICATIONS FOR PRACTICE

Action Plan

After reviewing the data from this study, it is evident that the changes put in place on the point and level system for the self-contained program was successful and helped put a more positive vibe and increased student ‘buy-in’ into the point and level system.

I plan on continuing to check in with students to see that the incentives and reinforcers are still interesting/motivating to them and adjust as needed. I also plan to continue monitoring the point and level system and adjust each component as needed, to fit the students needs. I will continue to research effective point and level systems for E/BD students as well to see if there are any new studies that have been completed that may offer more ideas/suggestions to attempt with students in my classroom.

Plan for Sharing

Throughout my study, other self-contained colleagues were curious to hear my results. I plan on sharing my results with these colleagues once we return from summer break during our first Professional Learning Community (PLC) meeting. I plan on sharing the findings from my study with my building principal and any other colleagues that would like to know about my study.

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Appendix A

Daily Point Sheet

Name: _____

Date: ____/____/____

Level: 1

	1st Period Social Skills				2nd Period Rec				3rd Period Math				Lunch				4th Period English				5th Period Science				6th Period Social Studies				7th Period Skills				Behavior Totals
Unprepared for Class	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
Non-Participation in Class	.25	0	0	.25	0	0	0	0	0	0	0	0	0	0	0	0	0	.25	0	.25	0	0	0	0	0	0	0	0	0	0	1		
Unfinished assignment/task	.25	.25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	.25	0	0	0	0	0	0	0	0	0	0	0	0	0.75		
Inappropriate Peer Interactions	.25	.25	.25	0	0	0	0	0	.25	.25	0	0	0	0	0	0	0	0	.25	.25	0	0	.25	0	0	0	.25	0	0	0	2.25		
Inappropriate Staff Interactions	.25	0	0	0	0	0	0	0	.25	.25	.25	0	0	0	0	0	0	.25	0	0	0	0	0	0	0	0	.25	.25	0	0	1.75		
Unassigned Area	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Used Inappropriate Language	.25	.25	.25	0	0	0	0	0	.25	.25	0	0	0	0	0	0	0	0	0	0	.25	0	0	.25	.25	.25	.25	0	0	0	0	2.5	
Period Total	2.75				0				1.75				0				.75				1				1.5				0.5				8.25

Work Behaviors:**unprepared for class**- student was late, student didn't have required materials for class and student wasn't ready to participate in class**non-participation in class**- student didn't work on the task(s) assigned by staff for most of the period (at the discretion of the teacher), student didn't participate in class discussions/activity**unfinished assignment/task**- student didn't complete assignment, Student didn't turn assignment in on time, student didn't complete assignment/task at or above criteria set by staff**Respect of Others:****inappropriate peer interactions**- student didn't show respect for their own and other's personal space, student didn't use acceptable physical boundaries towards self, others and property, and student didn't use respectful verbal interactions with peers**inappropriate staff interactions**- student didn't use respectful language with staff, student didn't respect physical boundaries of staff, and student didn't comply with staff directives with less than two prompts**unassigned area**- student didn't remain in the designated area**used inappropriate language**- student didn't refrain from using profanity and student didn't expressed his/her thoughts/feelings/opinions in age appropriate manner

Parent signature: _____ Date: _____

POINT AND LEVEL SYSTEM FOR A SELF-CONTAINED E/BD PROGRAM

Name: _____

Date: ____/____/____

Level: 2

	1st Period Social Skills			2nd Period Rec			3rd Period Math			Lunch			4th Period English			5th Period Science			6th Period Social Studies			7th Period Skills			Behavior Totals
Unprepared for Class	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Non- Participation In Class	0	0	0	0	0	0	.33	.33	.34	0	0	0	.33	0	0	.33	.33	.34	.33	0	0	0	0	.33	3
Unfinished assignment/task	0	0	0	0	0	0	.33	.33	.34	0	0	0	.33	0	0	.33	.33	.34	.33	0	0	.33	.33	0	3.33
Inappropriate Peer Interactions	0	0	0	0	0	0	0	0	0	.33	.33	.34	.33	.33	.34	0	0	.33	0	0	0	0	0	0	2.33
Inappropriate Staff Interactions	0	0	0	.33	.33	.34	0	0	0	.33	.33	.34	.33	.33	.34	0	0	.33	0	0	0	0	0	0	3.33
Unassigned Area	0	0	0	.33	.33	.34	0	0	0	.33	.33	.34	.33	.33	.34	.33	.33	.34	.33	.33	.34	.33	.33	.34	6
Used Inappropriate Language	0	0	0	0	0	0	0	0	0	.33	.33	.34	0	0	0	0	0	0	0	0	0	0	0	0	1
Period Total	0			2			2			4			3.66			3.66			1.66			2			18.99

Work Behaviors:**unprepared for class**- student was late, student didn't have required materials for class and student wasn't ready to participate in class**non-participation in class**- student didn't work on the task(s) assigned by staff for most of the period (at the discretion of the teacher), student didn't participate in class discussions/activity**unfinished assignment/task**- student didn't complete assignment, Student didn't turn assignment in on time, student didn't complete assignment/task at or above criteria set by staff**Respect of Others:****inappropriate peer interactions**- student didn't show respect for their own and other's personal space, student didn't use acceptable physical boundaries towards self, others and property, and student didn't use respectful verbal interactions with peers**inappropriate staff interactions**- student didn't use respectful language with staff, student didn't respect physical boundaries of staff, and student didn't comply with staff directives with less than two prompts**unassigned area**- student didn't remain in the designated area**used inappropriate language**- student didn't refrain from using profanity and student didn't expressed his/her thoughts/feelings/opinions in age appropriate manner

Parent signature: _____ Date: _____

POINT AND LEVEL SYSTEM FOR A SELF-CONTAINED E/BD PROGRAM

Name: _____

Date: ____/____/____

Level: 3

	1st Period Social Skills		2nd Period Rec		3rd Period Math		Lunch		4th Period English		5th Period Science		6th Period Social Studies		7th Period Skills		Behavior Totals
Unprepared for Class	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-Participation In Class	0	0	0	0	.5	0	0	0	0	0	0	.5	0	.5	.5	0	2
Unfinished assignment/task	0	0	0	0	.5	0	0	0	0	0	0	.5	.5	0	.5	0	2
Inappropriate Peer Interactions	0	0	0	0	.5	.5	0	0	.5	.5	.5	0	0	0	.5	0	3
Inappropriate Staff Interactions	0	0	0	0	.5	.5	0	0	.5	.5	0	.5	.5	.5	.5	0	4
Unassigned Area	0	0	0	0	.5	.5	0	0	.5	.5	.5	.5	.5	.5	.5	0	4.5
Used Inappropriate Language	0	0	0	0	.5	.5	0	0	.5	.5	0	.5	.5	0	0	0	3
Period Total	0		0		5		0		4		3.5		3.5		2.5		18.5

Work Behaviors:**unprepared for class-** student was late, student didn't have required materials for class and student wasn't ready to participate in class**non-participation in class-** student didn't work on the task(s) assigned by staff for most of the period (at the discretion of the teacher), student didn't participate in class discussions/activity**unfinished assignment/task-** student didn't complete assignment, Student didn't turn assignment in on time, student didn't complete assignment/task at or above criteria set by staff**Respect of Others:****inappropriate peer interactions-** student didn't show respect for their own and other's personal space, student didn't use acceptable physical boundaries towards self, others and property, and student didn't use respectful verbal interactions with peers**inappropriate staff interactions-** student didn't use respectful language with staff, student didn't respect physical boundaries of staff, and student didn't comply with staff directives with less than two prompts**unassigned area-** student didn't remain in the designated area**used inappropriate language-** student didn't refrain from using profanity and student didn't expressed his/her thoughts/feelings/opinions in age appropriate manner

Parent signature: _____ Date: _____

POINT AND LEVEL SYSTEM FOR A SELF-CONTAINED E/BD PROGRAM

Name: _____

Date: ____/____/____

Level: 4

	1st Period Social Skills	2nd Period Rec	3rd Period Math	Lunch	4th Period English	5th Period Science	6th Period Social Studies	7th Period Skills	Behavior Totals
Unprepared for Class	0	0	0	0	0	1	0	0	1
Non-Participation in Class	0	0	0	0	0	0	1	0	1
Unfinished assignment/task	0	0	0	0	0	0	1	0	1
Inappropriate Peer Interactions	0	0	0	0	0	1	1	0	2
Inappropriate Staff Interactions	0	1	0	0	0	1	1	0	3
Unassigned Area	0	1	0	0	0	0	0	0	1
Used Inappropriate Language	0	0	0	0	0	1	1	0	2
Period Total	0	2	0	0	0	4	5	0	11

Work Behaviors:**unprepared for class-** student was late, student didn't have required materials for class and student wasn't ready to participate in class**non-participation in class-** student didn't work on the task(s) assigned by staff for most of the period (at the discretion of the teacher), student didn't participate in class discussions/activity**unfinished assignment/task-** student didn't complete assignment, Student didn't turn assignment in on time, student didn't complete assignment/task at or above criteria set by staff**Respect of Others:****inappropriate peer interactions-** student didn't show respect for their own and other's personal space, student didn't use acceptable physical boundaries towards self, others and property, and student didn't use respectful verbal interactions with peers**inappropriate staff interactions-** student didn't use respectful language with staff, student didn't respect physical boundaries of staff, and student didn't comply with staff directives with less than two prompts**unassigned area-** student didn't remain in the designated area**used inappropriate language-** student didn't refrain from using profanity and student didn't expressed his/her thoughts/feelings/opinions in age appropriate manner

Parent signature: _____ Date: _____

POINT AND LEVEL SYSTEM FOR A SELF-CONTAINED E/BD PROGRAM

Appendix B

Student Point Spread Sheet

Class Time	Performance Tracking System										Possible	Points Lost	Weekly Percentage
	18-Mar		19-Mar		20-Mar		21-Mar		22-Mar				
Social Skills	7	0	7	1	7	0	7	0	7	0	35	1	3%
Rec	7	0	7	0	7	3	7	0	7	1	35	4	11%
Math	7	0	7	0	7	0	7	0	7	0	35	0	0%
Lunch	7	2	7	2	7	0	7	3	7	2	35	9	26%
English	7	0	7	1	7	0	7	0	7	2	35	3	9%
Science	7	0	7	0	7	0	7	1	7	2	35	3	9%
Social Studies	7	2	7	0	7	0	7	3	7	2	35	7	20%
Skills	7	2	7	1	7	0	7	2	7	3	35	8	23%
Daily Totals	56	6	56	5	56	3	56	9	56	12	280	35	13%
Averages		11%		9%		5%		16%		21%			
Five Day Average										13%			
S:													

Class Time	25-Mar	
Social Skills	7	0
Rec	7	0
Math	7	0
Lunch	7	0
English	7	0
Science	7	0
Social Studies	7	0
Skills	7	0
Daily Totals	56	0
Averages		0%
Five Day Average		10%
S:		

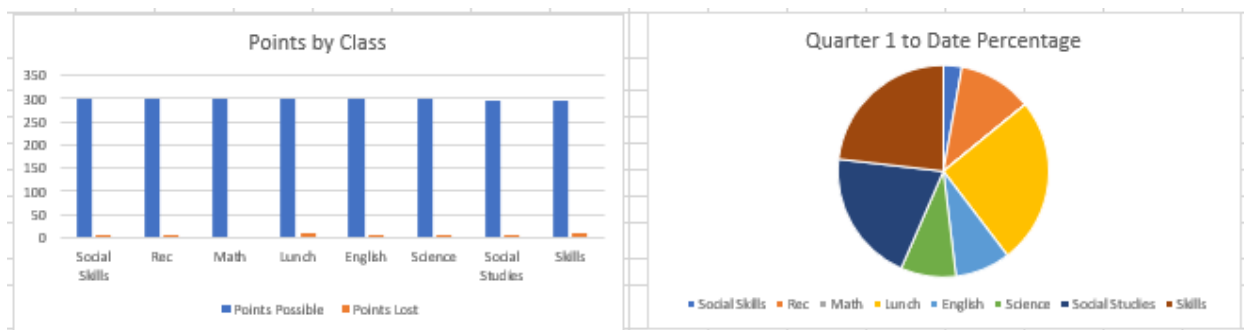
Class Time	25-Mar	
Social Skills	7	0
Rec	7	0
Math	7	0
Lunch	7	0
English	7	0
Science	7	0
Social Studies	7	0
Skills	7	0
Daily Totals	56	0
Averages		0%
Five Day Average		10%
S:		

Behavior	PTS Documented Minutes											Possible	Points Lost	Weekly Percentage		Behavior	25-Mar	
	18-Mar		19-Mar		20-Mar		21-Mar		22-Mar		8						0	
Unprepared for Class	8	0	8	0	8	0	8	1	8	0	40	1	3%		Unprepared for Class	8	0	
Non-participation in class	8	0	8	0	8	0	8	1	8	1	40	2	5%		Non-participation in class	8	0	
Unfinished Assignment/Talk	8	1	8	0	8	0	8	1	8	0	40	2	5%		Unfinished Assignment/Talk	8	0	
Inappropriate Peer Interactions	8	2	8	2	8	1	8	2	8	5	40	12	30%		Inappropriate Peer Interactions	8	0	
Inappropriate Staff Interactions	8	2	8	1	8	1	8	1	8	1	40	6	15%		Inappropriate Staff Interactions	8	0	
Unassigned Area	8	0	8	0	8	0	8	1	8	0	40	1	3%		Unassigned Area	8	0	
Used Inappropriate Language	8	1	8	2	8	1	8	2	8	5	40	11	28%		Used Inappropriate Language	8	0	
Totals	56	6	56	5	56	3	56	9	56	12	352	35	10%		Totals	56	0	

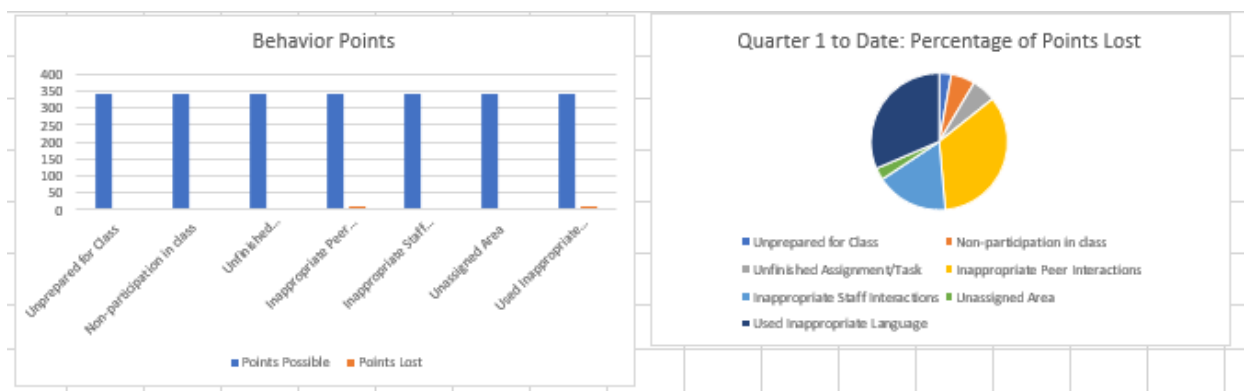
Behavior	25-Mar	
Unprepared for class	8	0
Non-participation in class	8	0
Unfinished Assignment/Talk	8	0
Inappropriate Peer Interactions	8	0
Inappropriate Staff Interactions	8	0
Unassigned Area	8	0
Used Inappropriate Language	8	0
Totals	56	0

Class Period	Points Possible	Points Lost	Quarter 1 to Date Percentage
Social Skills	301	1	0.33%
Rec	301	4	1.33%
Math	301	0	0.00%
Lunch	301	9	2.99%
English	301	3	1.00%
Science	301	3	1.00%
Social Studies	294	7	2.38%
Skills	294	8	2.72%
Total	2394	35	1.46%

POINT AND LEVEL SYSTEM FOR A SELF-CONTAINED E/BD PROGRAM



Key Area	Points Possible	Points Lost	Quarter 1 to Date: Percentage of Points Lost
Unprepared for Class	342	1	0.29%
Non-participation in class	342	2	0.58%
Unfinished Assignment/Task	342	2	0.58%
Inappropriate Peer Interactions	342	12	3.51%
Inappropriate Staff Interactions	342	6	1.75%
Unassigned Area	342	1	0.29%
Used Inappropriate Language	342	11	3.22%
Total	2394	35	1.46%



Student Level and Point Data Tracker

Week of _____ to _____

[illegible]

Week of _____ to _____

[illegible]

Appendix D**Student Daily Notes****March 18, 2019**

1st Period- Was tardy for class

2nd Period- Used profanity during class

3rd Period- used profanity during class,

4th Period- no issues

5th Period- no issues

6th Period- no issues

7th Period- went on walk this period, went to media center to get book for quarter 4 book report assignment., struggled to remain on task for the remainder of class.

March 19, 2019

1st Period- No issues

2nd Period- No issues

3rd Period- used profanity during class, needed multiple prompts to put phone away and to get started on math, once started working on math was off task off and on during class talking with peers.

4th Period- No issues worked on his project.

5th Period- no issues

6th Period- did not participate in class, did not complete assignment.

7th Period- completed vocabulary sheets but did not complete the reading and questions for today's reading assignment.

March 20, 2019

1st Period- no issues

2nd Period- used profanity during class

3rd Period- used profanity during class, was on phone for part of class, did not get his assignment completed.

4th Period- Exempt no para with today.

5th Period- used profanity during class

6th Period- no issues

7th Period- worked on reading book for his quarter 4 book report, stated he had his questions completed at home for his novel for class.

March 21, 2019

1st Period- No issues

2nd Period- Was not listening to staff and was climbing on the mat used for baseball practice and was told by staff multiple times to get off the mat. He was participating but used profanity during class.

3rd Period- rushed through assignment, skipped problems rather than complete them, turned in unfinished assignment, spent period on his phone. Used profanity during class

4th Period-exempt no para with today.

5th Period- Followed along with the PowerPoint and was on his phone most of the period

6th Period- Met with behavior counselor for the first part of class. When he came back into the room he asked Stephanie to read the article to him again, so he could understand what to do. After paraprofessional re-read the article to him he started working on his work.

POINT AND LEVEL SYSTEM FOR A SELF-CONTAINED E/BD PROGRAM

7th Period- worked on his work for a little while and then was talking with peers and have inappropriate conversations.

March 22, 2019

1st Period- No issues

2nd Period- Was not respectful to the peers.

Wall of Inspiration- Wanted to go to the wall of inspiration but then when paraprofessional walked over to him and peer and told them that they needed to come and sit by her they decided that they wanted to come back to the classroom. The paraprofessional walked them back to the classroom.

3rd Period- Did not pay attention to the movie for some of the period.

4th Period- Exempt no para to go with him.

5th Period- No issues paid attention to the movie

6th Period- started working on the assignment when he finished the graphic organizer, he stated he was not going to write the essay out and turned his work in and went on his phone for the remainder of the period.

7th Period- got materials out to start reading, however did not last long as he went on to play games instead. Teacher asked why he wasn't reading stated the book was dumb and that there were too many characters in the book. Teacher asked him if he wanted to go to the media center to get a different book that was interesting to him. He said all books are dumb. Teacher suggested that he talk with the media specialists and see if she could help him find books that are interesting to him. He refused this and continued to play games on his Chromebook.

Appendix E

Student Incentive Survey

Please take your time and provide feedback about what you would like to be able to “buy” with your points you earn this school year. Remember the items need to be healthy food/drink items per school policy. Sample ideas are provided, however feel free to write items that are not stated below. The staff will take all suggestions in to consideration and will compile a list of items from all the questionnaires that are turned in.

Thank you for taking the time to provide your suggestions on what you would like to use your points to “buy” this school year.

1. What food items would you like to be able to purchase with your points? (examples: Snack packs, granola bars, suckers, gum, etc.)

2. What kind of beverages would you like to be able to purchase with your points? (examples: Gatorade, Propel, flavored water, Juice, etc.)

3. What other items would you like to be able to purchase with your points? (examples: buy out of completing an assignment (not a test/quiz), buy up level (no more than 2 percentage points), 15-minute gym break to play basketball, comfortable chair for period/day, etc.)

POINT AND LEVEL SYSTEM FOR A SELF-CONTAINED E/BD PROGRAM

Appendix F

Level System defined

The Options Program utilizes a level system to help motivate students to improve their academic and social behaviors. The levels are organized from more restrictive to less restrictive. The levels are summarized below.

Level 1:

- Level 1 is the most restricted level.
- Students will remain in his/her classroom during passing time.
- Students will eat lunch in his/her classroom room. They will be escorted by staff to and from the lunch room.
- Students will be escorted to any location in the school (bathroom, nurse, drink, walk, office, etc.).
- Students earning less than 79% on their daily points.
- Students who have a “F” in any of their classes.

Level 2:

- Students must earn a “D” or better in all classes to be on Level 2.
- Students must average 80% or better on daily points to be on Level 2.
- Students must attend school for 80% or more of the possible days of attendance (4 out of 5 days for a typical week) to maintain Level 2.
- Students will eat lunch in his/her classroom. They will be escorted by staff to and from the lunch room.
- Students have passing time unless they abuse passing time privileges.

Level 3:

- Students must earn a “C” or better in all classes to be on Level 3.
- Students must average 85% or better on daily points to be on Level 3.
- Students must attend school for 80% or more of the possible days of attendance (4 out of 5 days for a typical week) to maintain or advance to level 3.
- Students on Level 3 may participate in the Level 3-4 movie.
- Students have passing time unless they abuse passing time privileges.
- Students can choose to eat lunch in the commons unless they abuse this privilege.

Level 4:

- Students must earn a “C” or better in all classes to be on Level 4.
- Students must average 90% or better on daily points to be on Level 4.
- Students must attend school for 80% or more of the possible days of attendance (4 out of 5 days for a typical week) to maintain Level 4.

POINT AND LEVEL SYSTEM FOR A SELF-CONTAINED E/BD PROGRAM

- Students on Level 4 may participate in the Level 3-4 movie *and* the Level 4 activity (once per month) if Level 4 by date of off-campus activity.
- Students have passing time unless they abuse passing time privileges.
- Students can choose to eat lunch in the commons unless they abuse this privilege.

ADDITIONAL INFORMATION:

1. Options students will have their Levels evaluated weekly during the Options team meeting. A student needs to have been in attendance at least 4 of the 5 school days preceding the team meeting, with any absences excused, to be considered for a change to a higher level. Level 2, 3, and 4 students with excessive absences will be evaluated case by case.
2. Students new to the program will begin on Level 1 (the most restrictive). The student's level will be evaluated at the first Options team meeting after a week's attendance (minimum of 5 days in program before being able to earn a level 2 status).
3. Level 3-4 activities:
 - All Level 3-4 students are eligible for the Level 3-4 movie.
 - Students who are Level 4 will be able to participate in an off-campus activity that takes place during the school day hours. Students must have signed permission slip to go off campus with staff.
 - Any student, who serves a focus room visit or is suspended the morning of a level activity, **will lose his/her eligibility to attend the activity.** The student will stay in class with the Level 1, 2 and/or 3 students and follow the normal schedule.
 - Students must be level 3 or 4 (depending on activity) at the time of each activity.

POINT AND LEVEL SYSTEM FOR A SELF-CONTAINED E/BD PROGRAM

Appendix G

Example List of Incentives

Points	Item/Reward
100	1% percentage point to move up a level (Maximum of 2% can be bought) <ul style="list-style-type: none"> Students need to inform staff if they want to buy up to next level before they leave on Wednesday afternoon.
150	Snack packs (crackers, cookies)
200	Granola Bar
500	Gatorade/Powerade/Propel
750	Buy out of a daily assignment (cannot be a quiz, project, or test)
2000	Movie for 2 periods (Friday only) (Will need to be scheduled in advance)- students who contribute (minimum of 100 points) can participate
5000	Room pizza party- students who contribute (minimum of 250 points) can participate (pizza and pop)