

***Behavior Intervention Plan
Level System Description***

Purpose: To provide a concrete incentive with specific steps to help student develop social skills to increase positive behaviors within structured and unstructured learning environments.

Process:

- Student will be placed on the level system at the appropriate level when the criteria for placement are met.
- Student will be given the opportunity to move up to a higher level as the criteria for each level are met. Level assignment will take place at the end of the day. **The end of day level will determine privileges and level for the following day at school.**
- After student continues to maintain success at Level Three, the student will resume reinforcement through the classroom behavior plan. Additionally, after a specified period of time on level 3, student will have the opportunity to earn “extra” privileges such as a pass to the Aquatic center, etc. Extra privileges will be determined by teacher (and administration).
- Student progress is monitored on a daily basis through a tracker at the following times:

- Both teacher and student will rate behavior. Teacher points will determine level. An additional ½ point will be added to total points for each time teacher and student agree on a rating. Student should rate their behavior first by putting a square around the number they feel matches their behavior. Teacher will then rate their behavior by putting a circle around the number. Not matching won't decrease a level, but if the student matches, bonus points can be earned.
- *Students on this system should also be required to have a teacher note (see attached) in order to leave the classroom **at any level**. The note includes what they are doing, date, time left the classroom and time expected back. A teacher signature should also be on the “hall pass”. If student does not have the prescribed note, they will be sent back to class immediately.*
- Total points at the end of the day will determine level assignment.
- Points and levels should be written down or a copy of the tracker should be made at the end of the day. The student should take the tracker home so parents can see what their behavior was, sign the tracker and return the form. If desired, “bonus” points could be added for returning the tracker.

- Home/school collaboration is essential. It may be helpful to have school points/levels also determine home privileges for the evening. This can be discussed and set up with parents as desired.

Behavior goals to be tracked:

- *Following Directions:* Student will follow direction within five to ten seconds when given a prompt/request by physically engaging in the activity and/or verbally agreeing to engage in an activity.
- *Positive peer interactions:* When following the direction, student will demonstrate positive social interactions as the activity allows. Examples of positive interactions include: smiling at peers; having a reciprocal conversation; complimenting others; asking or agreeing to participate with peers; cooperating and compromising when others want something different than she wants.
- *Task completion:* Student will finish tasks based on verbal/written description provided, meet the expectations or standards demonstrated on previous assignments by writing responses legibly with complete sentences.
- *Utilizing self-calming/self-monitoring techniques:* Student will utilize self-calming techniques on her self-calming menu as needed with fewer than two prompts from supervising adult.

<i>Level</i>	<i>Description</i>
Level 3	<ul style="list-style-type: none"> • Independent transitions • Independent lunch • Full privileges for assemblies, recess, specialists, free time • Independent recess privilege • Activity of choice privilege at end of day (if student is earning time to help in another classroom, this would be considered the activity of choice).
Level 2	<ul style="list-style-type: none"> • Assigned seating in classroom • Eat lunch at a separate location in cafeteria • Structured recess (games/activities selected by teacher/playground duty) • Privileges must be earned by behavior prior to activity based on teacher discretion (i.e. such as assemblies, specialist, free time, craft, helping in other classrooms, etc.)
Level 1	<ul style="list-style-type: none"> • Assigned seating away in classroom • Loss of at least ½ or all of last recess (based on teacher discretion) • Eat lunch at a separate location in cafeteria • Loss of privileges such as prep times, specialists, free time, fun class activities
Safe School Violation	<ul style="list-style-type: none"> • Student will receive instruction from classroom teacher, but all work will be completed within an alternative location or school suspension will be imposed • Automatic move to Level 1

Points required for each level:

- **Level 3:**
- **Level 2:**
- **Level 1:**

****Student must perform in 3 point range for ¾ goals to receive a “3”. If 2 or more goals are in a lower range, the lower score should be given.**

<i>3 point behavior</i>	<i>2 point behavior</i>	<i>1 point behavior</i>
<ul style="list-style-type: none"> • Following 75% of directions within 5-10 seconds • Engaging in positive social interactions with peers • Completing tasks as assigned • Utilizing self-calming strategies with fewer than 2 prompts 	<ul style="list-style-type: none"> • Following 75% of directions within 20-30 seconds • Not engaging in social interactions • ½ task completion • Self-calming with more than two teacher prompts 	<ul style="list-style-type: none"> • Not following directions • Negative peer interaction (verbal or physical aggression) • No task completion • Not utilizing self-calming techniques

Name:		Date:	
Time 1	1	2	3
Time 2	1	2	3
Time 3	1	2	3
Before Lunch	1	2	3
<i>Morning Comments:</i>			
Lunch	1	2	3
Time 4	1	2	3
Time 5	1	2	3
PM recess	1	2	3
After PM recess	1	2	3
<i>Afternoon Comments:</i>		<i>Teacher points</i>	

		<i>Agree points</i>	

		+	

		<i>Total points</i>	

		=	

		<i>Resulting Level</i>	

Teacher Signature: _____

<i>Comments from home:</i>

Parent Signature: _____

Name:		Date:	
Time 1	1	2	3
Time 2	1	2	3
Time 3	1	2	3
Before Lunch	1	2	3
<i>Morning Comments:</i>			
Lunch	1	2	3
Time 4	1	2	3
Time 5	1	2	3
PM recess	1	2	3
After PM recess	1	2	3
<i>Afternoon Comments:</i>		<i>Teacher points</i>	

		<i>Agree points</i>	

		+	

		<i>Total points</i>	

		=	

		<i>Resulting Level</i>	

Teacher Signature: _____

<i>Comments from home:</i>

Parent Signature: _____

Hall Pass

Student Name: _____

Date: _____ Time left: _____

Time expected back: _____

What should they be doing?

Teacher Signature

Hall Pass

Student Name: _____

Date: _____ Time left: _____

Time expected back: _____

What should they be doing?

Teacher Signature

Hall Pass

Student Name: _____

Date: _____ Time left: _____

Time expected back: _____

What should they be doing?

Teacher Signature

Hall Pass

Student Name: _____

Date: _____ Time left: _____

Time expected back: _____

What should they be doing?

Teacher Signature

Hall Pass

Student Name: _____

Date: _____ Time left: _____

Time expected back: _____

What should they be doing?

Teacher Signature

Hall Pass

Student Name: _____

Date: _____ Time left: _____

Time expected back: _____

What should they be doing?

Teacher Signature

Hall Pass

Student Name: _____

Date: _____ Time left: _____

Time expected back: _____

What should they be doing?

Teacher Signature

Hall Pass

Student Name: _____

Date: _____ Time left: _____

Time expected back: _____

What should they be doing?

Teacher Signature

