

The Indian Hills Point System Training

At Indian Hills Our Personalized Management System will provide the basis for a successful, structured classroom management system.

Our System:

- allows staff, parents, and students to see and reinforce progression in meeting behavioral expectations.
- provides clear expectations and a systematic individualized system to assist in managing student behaviors.
- provides consistency across staff and environments.

➤ **Students earn points for the expectations of S.O.A.R.**

S = Safe (Students need to keep themselves and others safe)

O = On task / Personal Objective (Student needs to follow staff instructions first time given & student's own objective or goal to meet)

A = Assigned Area (Student needs to remain in assigned area)

R = Respect (Student needs to respect self, others, and property)

Every student will have an Individual Goal

- MUST BE MEASURABLE
- Goal will be decided together with the student, teacher, and tech. during homeroom.
- Behavior Technicians are responsible for recording individual goals and maintaining any changes necessary.

Each homeroom will have a Group Goal

- Together during homeroom the students will come up with a goal for the group to work on together.
- The first goal will be an interdependent group-oriented contingency. (i.e. criterion is stated for all group members) and when all the members meet the criterion, reinforcement for the whole group.

The Levels

- **Freshman-** minimum 15 school days 90%+ (not consecutive)
- **Sophomore-** minimum 15 school days 90%+ (not consecutive)
- **Junior-** minimal 15 consecutive school day 90%+
- **Senior/Graduate-** consecutive until transition

POINT SHEETS

- Every student receives their point sheet each morning in homeroom.
- Each student is responsible for filling out their point sheet and getting it signed in each class.
- Each student will always carry their point sheet with them.

Freshman Point Sheet: 100 points total. 12 points per class period.

- If a student *does not* earn more than 10 points, they do not make their day.
- Points are earned during Breakfast, Homeroom, and Lunch

Sophomore Point Sheet: 100 points total 10 points per class period

- If a student *does not* earn more than 8 points, they do not make their day
- Points are earned during Breakfast, Homeroom, Transitions, and Lunch

Junior Point Sheet: 50 points total x 2 = 100 5 points per class period

- If a student *does not* earn more than 3 points, they do not make their day.
- Points are earned during Breakfast, Homeroom, Transitions, and Lunch
- Staff must have students rate themselves at the end of each class period on a scale of 0 - 5

Senior Point Sheet: 10 Blocks for points - No number of points

- If a student *does not* earn a block during the day, they do not make their day.
- Blocks are earned during Breakfast, Homeroom, and Lunch
- Student rates themselves each period and staff member reviews and marks agree or disagree and discusses with student.

FRESHMAN EXPECTATIONS - S.O.A.R.

- The student will hold his/her own PMS Sheet.
 - Student may only transition with a staff member.
 - Student earns points in Breakfast and Lunch blocks.
 - Student will have supplies each day for class.
 - Student will work on a Personal Goal determined by HR staff..
- After 15 days (do not need to be consecutive) of earning 90% or more student will move to Sophomore.

Freshman Privileges: Reinforcement time in the afternoon if day is earned.

SOPHOMORE EXPECTATIONS: S.O.A.R.

- Student will have supplies, homework, etc. for class.
- Will become a member of the Student Government (when implemented)
- Student may only transition with a staff member.
- Students earn points during breakfast, lunch and transition.
- Student will work on a Personal Goal determined by the student and HR staff.

After 15 days (do not need to be consecutive) of earning 90% or more student will move to Junior

Sophomore Privileges: Reinforcement time in the afternoon.
Ice cream, cookies at lunch Monday, Wednesday, Friday
Sports jersey on Friday

JUNIOR EXPECTATIONS:

- On Junior level students begin to rate their day by correlating a number of points earned with a verbal expression of how their class period went.
- Student is able to *transition independently* with a pass on his or her point sheet.
- Student may hold an office in Student Government (when implemented)
- Once a month the homeroom teacher and principal will meet with students on Junior Level to review progress.
- After 15 **consecutive** days of earning 90% or more the student will move to Senior

Junior Privileges: Reinforcement time in the afternoon.
Ice cream, cookies at lunch Monday, Wednesday, Friday
Sports jersey on Friday
Wear jeans every other Friday
Fast Food Friday – every other Friday

SENIOR EXPECTATIONS:

- Senior's must earn all blocks to earn their day.
- Senior's must maintain satisfactory daily progress reports for all periods, breakfast and lunch.
- Senior level students will meet weekly as a group to discuss their progress, responsibilities as role models, etc..
- Senior's area expected to remain on the top level until transition time.
- When a student receives their 1st NO for reinforcement, the behavior tech needs to meet with student first thing the next morning and discuss the ramifications of the 2nd and how we want the student to be successful as a Senior.
- The 2nd NO for reinforcement for the student will result in a meeting w/principal & teacher to determine consequence.
- Off Level I Behaviors will result in students dropping to day 1 of Junior.
- Off Level Two behaviors will result in student dropping to day 1 of Freshman.

Senior Privileges: Reinforcement time in the afternoon.
Ice cream, cookies at lunch Monday, Wednesday, Friday
Sports jersey on Friday
Wear jeans every Friday
Fast Food Friday – every Friday

ALL PRIVILEGES ARE EARNED

- Students returning at the start of the school year will return on the level they left on.

Preparation and Data Point Recording: How to mark the point sheets:

Earning Points *during* class:

- Our students EARN points after each Time Block in the class period.
- If the student's have been following all four school wide expectations, they will earn all four points at the end of each interval during a class period on the point sheet.
- After each Time Block the student writes a one for each expectation earned.

***End* of Class:**

- At the end of class Behavior Tech. totals the number of points earned on the mini-masters for each student.
- Compare each students point sheet to the mini masters.
- Write the total number earned over the number of points the student had the opportunity to earn and initial next to the total for that class period on the student's point sheet.

End of *Day*:

- At the end of the day the Behavior Tech totals all of the points for the entire day to determine if the student earned reinforcement.
- Write the total number of points on the top of the point sheet and circle it. If the number is 90 or above the student earned their day and will receive reinforcement. If the number is 89 or below the student has a unearned day and will **NOT** participate in reinforcement.

Not Earning Points:

- As soon as a student is **NOT** following a school wide expectation, staff must address the behavior "Joey, we're working on math , get going so you can earn your on task point".
- If student does not comply, mark an X on the mini master and the student marks the X on their point sheet.
- In the beginning you may need to prompt the student to mark their point sheets.

Points during Transitions:

- During transitions on Freshman level, if a student does not earn a point for a school wide expectation, mark the unearned point in the first time block for the corresponding expectation in the next period class (the class the student is on the way to)
- During transitions on Sophomore and Junior level, first mark unearned points in the corresponding school wide expectation block under the Transition label. You may use the Transition section in-

between any period/class transitions. Once the school wide expectation blocks are unearned (filled up,)then you may mark the first time block of the corresponding school wide expectation in the next class period.

- During transitions on Senior Level: if a student has problems during transition, staff must write on the mini master that the student had a problem during transition in the following class period block and let receiving behavior tech know. On Senior Level, not following school wide expectation during transition would result in a NO for reinforcement.

Point Sheet Rules

- Never change a point sheet, unless adults agree that an error has been made. Staff/administration are not to address problems a student has with a point sheet or Off Levels, unless they have a pass or an escort.
 - If a point sheet is lost or torn up, a student may ask for a new point sheet. The points earned prior to the sheet being lost or torn are gone. The new point sheets starts from that time with 0, no points, and still is averaged at 100 points or 50 for Junior level.
 - Students may not pre-mark points for time blocks. They are to updated at designated times.
 - There are Bathroom Charts on the back of all points sheets, staff must initial if a student uses the bathroom during their class period.
 - Once class period is over, points may not be recovered or updated again from that class period.
- ▶ A miniature version of the point sheet (the mini's) will be with the teacher or behavior tech in the classroom as a master copy to ensure points sheets are marked accurately. The simplest method is to only mark the X for unearned points. Mini Masters are returned at the end of the day to the homeroom teacher or behavior tech.
- ▶ Every afternoon point sheets must be prepared for the following morning. Sheets need to be printed with student's name, personal goal, and the date. (Also good to put the student's bus number on the point sheet)
- ▶ Every afternoon the current day's points need to be recorded onto the Homeroom Chart. The Chart will be posted on the homeroom wall and will contain students name with the date and corresponding percentage of daily points and if there were any off level behaviors.

Back of Point Sheet

- ▶ The back of the point sheet is a pass for the student. The pass will include where the student is headed, the time he or she left, reason for change in area, and initial of the staff that sent them. The receiving staff must fill out the same information for the return to original area. * Only students on Junior or Senior Level may have a pass around campus.

- ▶ The back of the point sheet also provides space for the teachers to communicate using a written narrative of how the student did that day with the parent of the student. Every period should at least initial how the student did and provide comments when necessary.

How to interact with students when marking a point sheet & how do students move up the level system:

Point Sheet Do's:

- Point sheets must be important to staff as well as students. Use them, fill them out, look at them with students, etc.
- If a student destroys his/her point sheet, he/she may receive another (when he/she requests one-verbal prompts o.k.), but points earned prior to new sheet are unearned, please make a written note on the new sheet. This needs to be done in a pleasant way.
- Be clear and simple (“John your not earning points for respecting others)
- Speak in a calm, neutral voice.
- Be sincere about your interest in their success.
- Initiate for students to look at their point sheets, make encouraging statements, “Wow, I can see you are really trying”, “Looks like you are having a great day”, and “looks like you had a rough morning, but I am proud to see you got it back together”. Be positive and encourage students.
- When appropriate, show students the points they can still earn. (“You haven’t earned respecting others, but you can still earn...”)

Point Sheet Do Not's:

- Do not Take Points, “I’ll take your points if you don’t...”
- Do not engage in Negativity, “You lost that point and another, keep going, oh come on one more...”
- Do not Engage in unnecessary conversation or arguments with a student. “You better listen to me, you are getting on my nerves”, etc.
- Do not make challenging statements to a student.

Other Rules that affect Levels and privileges:

- Every 3rd tardy a student does not move forward a day on the level system.
- If a student receives 2 Off Levels in a week – an administrative meeting will be held with Homeroom staff, principal, Beh. Tech. Coordinator to determine what will happen.
- If a student is tardy they cannot go outside at lunch.
- Privilege of going outside at lunch: Student can have –
 - no x's at first lunch ·1 x at second lunch · 2 x's at third lunch
 - Student Absence – at 5 days in a nine week grading period will initiate an administrative meeting with HR Teacher , Beh. Tech., Principal, and Beh. Tech Coordinator.
 - After school program - Same rules apply as the day version. Off Level goes to the next day to implement.

Behavior Technician is the data keeper.

- Points are put into Excel spreadsheet.
- Behavior Techs must generate a behavior graph for each homeroom student **every week** to track progress.
- Points are entered on poster in classroom.
- Homeroom posters boards must include percentages earned on a daily basis.
- If a student does not earn 2 days in the week, the homeroom team meets with the student individually to discuss and make a plan.
- **Data is stored on a flash drive.**
 - Keeping this up to date is the responsibility of the Beh. Tech.
 - This is the only place this data is stored, so do not take the flash drives out of the building.

Falcon Feathers:

- Falcon Feathers are earned for using the **social skill** of the week and for earning **100% of your points** that day.
- Falcon Feathers are used to purchase items in the point store. (phone cards, footballs, basketballs, food, music, rent video games / movies for a time period etc..)
- Items are specific to students' reinforcement survey, things they want.
- Store is open on a schedule set by the staff. Students must be on level and earn their day/minimal points to go to the store.
- Students can choose to save points for a more expensive item or spend them each time. (Good idea to tie into a account lesson).

Reinforcement Time /Areas:

- Students access reinforcement time based on their current level. There are four levels. Each level gradually increases the privileges accessible to the students.
- Reinforcement time is a fun break from work. Activities are available in several different areas – cafeteria where there is a pool table and video games, basketball court, snack store.

- Reinforcement time will be designated by administration. The reinforcement time will occur daily from 1:40 – 2:00 p.m.

What happens if a student does not earn enough points to make their day:

- When students do not earn enough points (90% or better) to make their day - that day does not count towards advancement in levels and a student will take longer to move up the level system. And the student may not access the reinforcement time and must remain in the classroom doing work at the end of the day.

What happens when a student is removed from your class for a behavior problem?

- First priority is to work with the students to get them back in class and earning points. Take the time to try and find out what is going on and can it be fixed. Sometimes a little support from an adult can get a student back on track.
- Depending on the severity of the problem behavior a student may need to come up front and chill out in the small conference room. If so, escort them to the front, give them directions for what is expected of them to get back to class. Sign the green books in the location the student was placed in.
- When a student is removed from class for a problem behavior he or she is unable to earn points, unless a decision is made otherwise due to the circumstances.

Off Level Behaviors

When a student's behavior rises above the level of not earning a point and the behavior is serious or can cause harm to someone a student will be placed "Off Level"- this means that they will drop back either to the beginning of the level they are on or back to the beginning of the system.

Off Level I: Behavior Infractions that are more significant problems.

- Verbal threat to do bodily harm to another student.
- Leaving Area- failure to return when asked.
- Destruction of Another's Personal Property (minor)
- Horse Play (i.e. mutual physical slapping punching with no intent to cause harm)
- Cheating (Copying someone else class work, asking someone for help on a test without permission from the teacher and helping someone on a test)
- Dress Code Violation
- Disruption of a class that you are not assigned to / in (opening a door, disturbing, looking into, etc.)
- Cursing (Abusive / Sexually Explicit Language)
- Destroying another student's Point sheet
- Opening windows and Playing with Blinds in Classrooms
- Buying or giving a snack for a student that is Off Level / Did Not Earn Day

Off Level I Consequences:

- Parent Notification
- Complete Problem Behavior Report, including the ABC Data portion.
- End of the day Reinforcement time spent in Off-Level Room.
- Restart current Level (Day 1 of the level they are on).

Off Level II: Serious Behavior – Code of Conduct Level 3 & 4

- **Physical Aggression** An aggressive act with a physical action. (example – punching someone, throwing a chair at someone, kicking someone).
- **Major Property Destruction** (examples – punching a hole in the wall, breaking a computer, breaking a window; (**non-examples** – breaking a pencil, slamming a door causing no structural damage, breaking one’s own property)
- **Stealing** – taking any item that does not belong to you.
- **Verbal Threat to a Staff Member**
- **Leaving campus without permission.**

Off Level II Consequences

- **Restart Freshman Level - Day one.**
- Remain in classroom working until buses are called. Students must be in their seat in the classroom. A staff member is to be by the door at all times.
- Parent Notification
- Complete Problem Behavior Report including ABC Data portion.
- Referral to S.R.O. for possible arrest
- Discipline Referral – possible suspension

How to Mark an Off Level On a Point Sheet.

- During the time the Off Level occurred the student would not earn his/her school wide expectations. They would have 4 (Freshman) or 5 (Sophomore/Junior) X’s in a row straight down under the corresponding time increment.
- Above the X’s write Off Level I or II for the correct incident on the student point sheet.
- On the Mini Masters write Off Level I or II and exactly what the student received the Off Level I or II for. Don’t forget to mark the X’s on the mini master.

Important Basics:

- We cannot just give any consequence for a behavior; we need to look at the function of that behavior first. Otherwise we may be reinforcing the behavior we seek to change or other maladaptive behaviors.
- Students EARN points for meeting their target behaviors.
- A student must receive reinforcement if he/she EARNED it.
- Reinforce gains being made, we are shaping the behavior.
- We need to start where the student is and increase gains gradually.
- If you have questions or concerns prior to making a decision about a student's points or off level, discuss it with another staff member and refer back to training guide.
- It is important to always stay calm in all situations, never raise your voice to a student \or show emotions. Don't take what student's say or do personally.
- Our interactions with students must be as an adult and a professional – we certainly want students to come to us for support and guidance, but not as their friend.

Consistency is critical to the success of our students.

- School wide Rules – Basic expectations need to be consistent with all staff
- Behavior Plans – Behavior Plans are more specific and individualized, staff must be familiar with them
- Data – Point sheets, Behavior Plan data, and Emergency procedure forms need to be accurate