





# **6-Level System Behavior Management Program**

**Dianne M. Smith**

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**Dianne M. Smith**

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I have dedicated this book to my students, their parents, and to the School Staff in Wisconsin and Minnesota. I have learned many things from all of you, as we have gone through the school years. Remember, I am here for all of my students, and I will love you, forever.

Mrs. Smith



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# **Introduction**

**Educators and Parents continue to seek effective behavior management strategies to help students to manage their own behavior, and to achieve academically.**

**The 6- Level System Behavior Management Program is a positive behavior change program, under the legal constructs, working towards the least restrictive environment, on a continuum, through schedules of reinforcement, moving from external to internal control. The system behaviorally defines each level, increases self-management, teaches peer group functioning, Social Skills, and increases self-motivation.**

**The program is written for the EBD (Emotional and Behavioral Disordered) classroom, but with modifications and flexibility, can be adapted to the Home and Community Environment.**

**This insightful and descriptive book shows how to implement the system, complete with Parent letter, level descriptions, point sheets, reports, graphs, contracts, samples, plans, charts, ratings, Posters, and evaluation forms. The system has been tested and effectively used in five, separate District's new EBD Program classrooms with outstanding and consistent results. The book is geared for both Teachers and Parents to utilize. The book binding is Wire bound, and lays flat for the teachers and parents convenience, while copying the forms.**

**Parts of this system were developed in college classes, Behavior Management programs, Level Systems, and looking at other school programs. I took the best parts of my resources and experiences, and applied them to my classroom. I used a variety of this basic Six-Level System Behavior Management Program since going to school for EBD Certification. I made changes and adapted to each school environment, recognizing where it worked, and when it didn't.**

**I fine- tuned the system each year to reflect an accurate positive behavior change program for accountability within the school districts I worked for. This is the final result of fifteen years of improving the program, so it works in any school EBD Program, and to include the Home, and the Community, with minor adjustments. The program is based on rewards and natural consequences. It includes a structured environment, rules, Social Skills programming, and high expectations.**



After identifying the individual student, observing and testing the student, identifying goals and objectives at the IEP meeting, the IEP is written. The parents are given the current Parent letter, (p. 1), the 6- Level System Behavior Management Program (p.3), the procedures for the 6- Level program (p.10), along with the Daily Point sheet. (p.11)

All Parents receive the current updated letter one week before school starts in September, and attached is the 6- Level System Behavior Management Program, (p.3). It is also posted in the classroom on the first day of school, along with the 6- Level posters (p. 4-9) in ascending steps, left to right, on the front bulletin board, and reviewed on day one of the new school year.

The students have an overall review of the point sheet (p.11) at the opening of the day, as well as an individual review during the day. Students returning to school in September, start on the same level that they were on, in June. New students start on Level 2. (p. 5)

On the daily point sheet (p.11), the color defines the level. (p.3). Each student has the same four student classroom behaviors to follow, with the exception of the Target Behavior, which is individualized, according to the IEP Goals, which are prioritized and changed throughout the year, as each goal is achieved. (p.10) The four student behavior change rules that all students follow, cover basic classroom behaviors', within their goals and objectives in all the student's IEP's, that need to be worked on, before being mainstreamed.(p.11,12).

Once I chose the level colors (p. 3) for the first school classroom, I kept the same colors for each EBD program I started, in the next five elementary schools. I started with a 5-Level system, and by the end of the first school year it became a 6-Level System.

I remember one of my Principals commented, "But they are only motivated by the color of the point sheets." I replied, "The important thing to remember is that my students are motivated!" Motivation is one of the key ingredients to a successful program. (p.20-22) What motivates a student today may not motivate them tomorrow.

I had a young 6<sup>th</sup> grader who followed the program all year, and finally made it to the 5<sup>th</sup> level the last month of school. Then he started having behavior problems. He was at the top, and had no where to go. I think he was a natural mountain climber and was looking for another challenge. I went home for the weekend and thought about a challenge for this young man.

**I came back to school on Monday with the 6<sup>th</sup> Level program. (95%-100%) Right away he asked me what he was going to get, to maintain at the 6<sup>th</sup> Level. I explained all classroom privileges were free and at 3:00, he could have a can of soda every day until the end of the school year. He maintained a 95-100% daily the rest of the year.**

**It was the power of a can of soda, better known as Motivation. (p. 20-22). Several students, who were stuck on level 3, for too many months, immediately began to improve behavior to get to level 6 for the can of pop. They all knew we had 3 weeks of school left, and it takes one month to advance up one level. We celebrated the last day of school with a can of soda for everyone. The outstanding behavior of my students for the last 3 weeks of school was noticed by the Principal and the other teachers in the school.**

**Each student has a Behavior Plan Summary Report (p.13) to record daily behavior, to be reviewed at the end of each week. At the end of the month, the report is evaluated to see whether the student advances to the next level. There is a Quarterly report (p. 14-15) for each student, a visual record of the yearly behavior, by the day in September, the Baseline. The monthly percentage, October-June, by the week, scored on Friday's percentage average, shows the year's end results, complete with the Bar Graph showing Good Choices versus Poor Choices, (p.15-16).**

**Paperwork for each child is limited to a daily point sheet. Paperwork for the Teacher is limited to one sheet for each month's daily averages, (9) and one sheet for the year. In September, there was the Monthly summary report, with the graph on the bottom. (p. 13-15 ) October's monthly summary report was stapled on top, and each month following, was placed on top, until the end of the year. Each student behavior was represented by 10 sheets at the end of the year. At a glance of the Summary Report Graph (p. 15), each month was shown for averages, level progress, and the total yearly behavior change averages, were illustrated in the final bar graph.**

**Potential Behaviors in the classroom include Pushes Authority, Class Clown, Talking Back, Disruptive, (p.17), Do Nothing, Hyperactive, I Don't Care, I Don't Want To, (18), Interrupter, Show Off, and the Troublemaker (p. 19), complete with a sample anecdotal story, taken directly from one of my six school districts, within the 15 years I taught EBD children.**

Motivation is discussed with anecdotal examples. (p. 20-22) EBD children are not naturally intrinsically motivated. (From within themselves) They can be motivated extrinsically. (tangible items and/or words of praise). It is the teacher's job to talk to the parents and to the individual child to discover what will motivate the child to improve his/her behavior. What will work for the child? What will motivate today, will not necessarily work tomorrow. It is difficult to keep up with the motivation aspect of improving behavior.

Remember, each child is an individual, has a unique personality and a different background. What works with one student, will not necessarily work with another student, with the same behavior problem. For every behavior a child demonstrates, there is a reason why. Your job is to find out why, and help the student to make better choices for a lifetime of learning. If the behavior continues, the results are working for the child. Behavior change happens, when the behavior doesn't work any more for the child.

Following Motivation (p.21-22), is the Classroom Behavior Rules sample, (p.23). Let the students help You choose the rules to get their cooperation. They must be concrete and observable. 3-5 rules are suggested.

I always told the students, if they followed Rule 1, they would have few problems. I have included a Classroom Rule form for you to copy, (p. 24).

The Discipline Plan form, (p. 25), is a structured guide for the consequences of failing to follow the rules. Remember to have a poster that lets the students know if they follow the rules, what will be the rewards. (Motivation, p. 20-22)

The Problem Solving (PS) Room Incident Report form (p. 26) is your documentation for every severe inappropriate behavior, and a copy is sent home for the Parent's signature, and filed in the student's file.

The Stop and Think Poster, (P.27) is posted on the four classroom walls, as a reminder. It goes along with the Little Turtle story, (p. 28) and the Turtle Behavior Systems poster. (p. 29), with the procedures to use when "doing Turtle". Both are explained and demonstrated at the beginning of the year, every month, and when a new student comes into the program.

**The concept is when a student has a problem behavior, the student has a choice:**

- 1. "Turtle 1", (one minute, head down on desk), or  
after a count of three and non-compliance, must do:**
- 2. "Turtle" 2, (two minutes, head down on desk,) or  
after a count of three, and non-compliance,**

**3. The student goes to the Problem Solving Room.**

**(If non-compliant, Teacher will escort student to PS room.)**

**For Severe Behavior, (spelled out under Discipline Plan form poster), (p. 25),  
Turtle 1 and 2 are bypassed, and student goes directly to the problem solving  
room. (small room with door, carpeting, and no furniture)**

**Student calms down, makes a plan, (Kindergarten-3<sup>rd</sup> grade, Teacher write the  
plan, student dictates and signs the plan. Student completes one assignment,  
and leaves the room to sit at a desk outside the room. Student completes  
another assignment, and returns to their desk area. Students are very  
cooperative to demonstrate "Turtle" procedures when a new student comes into  
the classroom, and at least once a week in Social Skills class.**

**The Think About It form (p. 30) is for older students, 3<sup>rd</sup>-8<sup>th</sup> grade to fill out in the  
Problem Solving room.**

**Weekly Report of student's progress (p.31, is used when student goes to  
Mainstream classes when they are on Levels 4-6. Levels 2 and 3 carry point  
sheets for teachers to sign. (p.3)**

**Teacher Behavior Rating sheet (p. 32) was used in Middle School by all  
mainstream teachers, in an inclusive setting, as an easy way to score students  
daily, and sent to me at the end of the week. When I made documentation that  
had a minimal amount of work, I received more cooperation.**

**My Self-Evaluation Form is for students on Level's 4-6. (p.33), to evaluate their  
behaviors at the end of each day, with the teacher.**

**The Class/Study hall sample (p. 34) was used in a Middle School study hall, in an  
Inclusive setting with 18 Special Education students, 6<sup>th</sup>-8<sup>th</sup>, the last hour of the  
day. Consequences for misbehavior were staying after the last class for 1 minute  
(1-2 circled) and two minutes,( 3-4), and 3 minutes, (5-6). Students did not have  
chat time after school, but had to go to their buses immediately. Great motivation  
for Middle School students!**

**The Class Schedule form (p. 35), was convenient to schedule my classes, and was easily modified to fit every school schedules. I filled out this form AFTER the Specialists, (Art, Music, Phy Ed) filled out their schedules, and AFTER the classroom Teachers had filled out their schedules. Every year I put in all of my student's classes, so I could see at a glance where my students were, every hour of the day.**

**I used the Contract form (p.36) for students who dropped to Level One (p. 4). The student would be working on their individual serious behavior that put them on Level One, as an extra motivation to get back to their former level.**

**The Modification Plan (p. 37), is included in this book, as an extra resource to assist students, as noted, on their IEP's. The Student Yearly Summary form (p.38) was used at the end of the year, as an introduction of the student to all next year's mainstream classroom teachers.**

**Finally, I used the posters as reminders in the classroom of my expectations for appropriate behaviors. I Expect My Students Will Behave, (p.39) was posted over the door inside the classroom, next to the clock up front, on the problem solving room door, and on the three remaining walls.**

**Being A Parent poster (p.40) was given to all Parent's at the first Fall Conferences, as an acknowledgment of respect for their Parenting. There Are No Problems Here poster, (p.41) was posted on one side of the clock in the classroom, and on the classroom door, both inside, and outside in the hallway.**

**Posters were used as Social Skills Lessons on a weekly basis. I Am A Good Person, (p.42) was repeated every day after the Pledge and roll call. I have had children, ages 5 to 16 years old, thinking and saying, I am a bad person, when they demonstrated inappropriate behavior. I always reminded them that they were all good people first, that sometimes made poor choices.**

**The EBD classroom is an interesting classroom because you are working with human behavior and what motivates this behavior. One has to be aware of the children as they come down the hallway in the morning, listening, watching, and greeting them in a positive manner. The Teacher must demonstrate the behaviors the students need to learn, at all times. Actions speak louder than words.**

**Behavior change and Social Skills training go hand in hand. Social Skills is the learning of appropriate behavior, complete with role playing on a daily basis. Betta's were part of the Social Skills program. The Betta Story (p.43) demonstrates when you have inappropriate behaviors, it can lead to a lonely life, without friends. If behavior change is going to be achieved, the inappropriate behavior must be replaced by appropriate behavior.**

**It has taken me 15 years to develop this program. The information has been sitting on the shelf for four years. Through this book I wanted to share my work with Educators and Parents. There was a minimum of paperwork for each child, accurate reporting of each student's behavior, and behavior changes that resulted in five students over the fifteen years, exiting from the program, fully mainstreamed with the knowledge and practice of Social Skills.**

**I had a young lady call me as a Freshman in high school, who was in my 3<sup>rd</sup>- 4<sup>th</sup> grade program, wanting to tell me about the terrific time she had at her first dance. S. told me about all the boys who asked her to dance. I told her she must have been practicing her social skills. She said. "What?" Oh, yes, I was definitely using my Social Skills. It really works!**

# **Let's Begin with the Parent Letter Sample:**

September 3, 2006

Dear Parents,

We are starting school, and looking forward to a productive year for our students. The Emotional/Behavioral Disorder Program, K-3, at \_\_\_\_\_ Elementary, is structured to provide consistency in discipline and reinforcement. It is designed to enable students to work their way out into the mainstream, rather than remain dependent on a social/behavioral support program.

This program is based on a theory of pay, (points), for a job well done. It teaches students the value of responsible behavior, which is rewarded in school, and eventually out of school, in the world of work. For many students, tangible rewards are the basis for motivation. The program links tangible rewards with positive reinforcement, in the form of praise. Recognition of appropriate behavior in the form of positive reinforcement is necessary to establish and maintain appropriate behavior. We want to give your children the opportunity to prove to themselves, that they can act appropriately in the classroom. We will help our students make good choices, so they can get down to the business of learning.

In the Program classroom, the primary emphasis is for behavior change. This is brought about through a very structured behavior management program, behavior modification, and a social development component. The following is an explanation of the program that will be used. It may be adjusted and modified, as deemed necessary, by the EBD Teacher.

## **CLASSROOM BEHAVIOR RULES:**

1. Follow Directions
2. Use inside voice, good words.
3. Raise hand for help.
4. Keep hands, feet, and objects to myself. Be SAFE!
5. STOP! Ask permission to leave room.

## **REWARDS:**

1. Praise
2. Positive notes, and phone calls home.
3. Points, Bonus Points, Treasure box picks.
4. Free Time.

## **CONSEQUENCES: Stop and Think!**

1. Count to 3: Warning. No points lost. (May take 5 minutes to calm behavior, if needed.)
2. Count to 3: Turtle 1: 1 minute, head down. Plan to change behavior.
3. Count to 3: Turtle 2: 2 minutes, head down. Plan to change behavior.
4. Count to 3: Problem Solving room. May call Parents.
5. SEVERE Clause: Fighting, Stealing, Swearing, and Defiant behavior, go straight to Problem Solving room. Severe behavior will result in an additional loss of 5-20 points, to reflect the behavior on the final percentage of the day.

**PROBLEM SOLVING ROOM:**

1. Go to back corner of room from door.
2. Calm Down. Take 3 deep breaths.
3. Make a Plan. Work your way out of room.
4. Work at study carrel outside of PS Room.
5. Return to Home-Base/Desk.

We will be using daily assignment/evaluation, (Point) sheets for the behavior performance of each student, which will result in a social skills percentage grade at the end of each quarter. The five behaviors on the point sheets reflect the student's individual IEP goals, which include a specific quarterly TARGET behavior, and as goals are met, new goals will be added from the IEP. Parents will be informed when these changes are made. Parents will receive a Progress Report of all goals each quarter. Attached is an explanation of each level's goal and procedures.

When a student reaches 75% and above, in consistent behavior performance, and if she/he is able to work at his/her academic performance, the student will be mainstreamed in specialist classes, i.e. Phy. Ed, Music, and additional subject(s) in their regular homeroom classes. Time will be allowed for the transition for each class added. If a student remains on 65% for more than 4 weeks, she/he will advance to the next level. Each level has 4 weeks of consistent percentage, before advancing to the next level. Levels will not be skipped going up or down. If student drops to 60% or less, is grounded for more than three days, is sent home for one day on 2 separate days, or has a 3-day out of school suspension, an individualized contract will be made with the student, working on a target behavior, with rewards, to motivate the student to progress towards 70% or higher.

Your daughter/son's success at school has everything to do with our support and consistent discipline in the classroom, as well as at home. Please continue to be involved with this aspect of their education as well as other activities periodically scheduled throughout the year, (conferences, parent group meetings, etc.).

In order to make communication between home and school most effective, please remind, as we will, your son/daughter to bring the daily point sheet home for your information, sign them, and return to school the next day in a folder, with the communication log notebook. Please call if your child comes home without the sheet. Teacher Assistants this year are \_\_\_\_\_, and \_\_\_\_\_. We will all be working with your child.

Thank you for your support, communication, and cooperation. I look forward to meeting with all of you during the upcoming Parent-Teacher conferences. If you have any questions or comments, feel free to contact me at school, \_\_\_\_\_, or at home, \_\_\_\_\_. My phone is available to you 24 hours each day, and seven days each week.

Sincerely,

Dianne Smith, EBD  
Special Education Teacher  
\_\_\_\_\_Elementary



## 6- Level Behavior Management System

Level	Point Sheet	Break / Lunch	Privileges	Other Notes
<b>Level 1</b> <b>0-59%</b> <b>(White)</b>	<b>Use (White)</b>	<b>Break at desk.</b> <b>Lunch in our room.</b>	<b>No trading,</b> <b>computer, free</b> <b>time at end of</b> <b>day.</b>	<b>Maintain your % level for 2</b> <b>days, to go back to your</b> <b>level.</b>
<b>Level 2</b> <b>60-69%</b> <b>(Pink)</b>	<b>Use</b>	<b>Break in desk</b> <b>area</b>  <b>Recess, lunch</b> <b>with peers, if</b> <b>able</b>	<b>Buy computer</b> <b>time: 50 points.</b>  <b>Trade, if</b> <b>maintain % level</b> <b>or higher.</b>	<b>New student starting point.</b>
<b>Level 3</b> <b>70-79%</b> <b>(Yellow)</b>	<b>Use</b>	<b>Break</b> <b>anywhere in</b> <b>room.</b>	<b>Buy computer</b> <b>time: 50 points</b>  <b>Trade, if</b> <b>maintain %</b> <b>level, or higher.</b>	<b>Attend mainstream classes,</b> <b>if ready. TA monitors.</b>  <b>Run errands for Teacher.</b>
<b>Level 4</b> <b>80-89%</b> <b>(Green)</b>	<b>Use: Self-</b> <b>evaluate.</b>	<b>Break</b> <b>anywhere in</b> <b>classroom.</b>	<b>Buy computer</b> <b>time: 50 points.</b>  <b>Trade, if</b> <b>maintain %</b> <b>level, or higher.</b>	<b>Attend mainstream classes,</b> <b>if ready. TA monitors.</b>  <b>Peer Tutoring.</b>
<b>Level 5</b> <b>90-100%</b> <b>(Blue)</b>	<b>Does not</b> <b>carry:</b> <b>Self-</b> <b>evaluate.</b>	<b>Break</b> <b>anywhere in</b> <b>room.</b>	<b>Computer time</b> <b>free.</b>  <b>Trade if maintain</b> <b>% level.</b>	<b>Mainstreamed fully.</b>  <b>Transition to home-school,</b> <b>IEP goal driven.</b>  <b>Peer Tutoring.</b>  <b>Responsible for all school</b> <b>rules &amp; consequences.</b>
<b>Level 6</b> <b>95-100%</b> <b>(Purple)</b>	<b>Self-</b> <b>evaluate.</b>	<b>Break</b> <b>anywhere in</b> <b>room.</b>	<b>Full Transition</b> <b>to Home-School.</b>  <b>Free time at end</b> <b>of day.</b>	<b>Mainstreamed 100%. TA</b> <b>monitors only.</b>  <b>Responsible for school</b> <b>rules and consequences.</b>  <b>Last level prior to dismissal</b> <b>from the Program.</b>

**NOTE:** Each level takes 4 weeks to complete, by maintaining the next levels percentage. Start at pink, maintain 70% or higher for 4 weeks, advance to level 3, and etc.

**GROUNDING:** Results from a serious episode, or 70% or less, for 2 days in a row.

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# **Level 1: White Grounding**

- **Break at desk.**
- **Lunch in our room. Use point sheet.**
- **Instruction at desk. Work at desk.**
- **Escorted at all times. NO recess.**
- **No trading, computer, free time, at end of day.**
- **Maintain your % level for 2 days, to go back to your level.**

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# **Level 2: Pink**

**(60-69%)**

- **New Student Starting Point.**
- **Lunch with Peers, if able. Use point sheet.**
- **Instruction at table. Work at desk.**
- **One Outside Recess**
- **Mainstreamed with assistance, if ready.**
- **10 Minute Free Time, at desk.  
(Puzzles)**
- **Teacher evaluates Student.**
- **Daily point sheet signed by Teachers/Parents.**

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# **Level 3: Yellow**

**(70-79%)**

- **Outside Recess.**
- **Lunch with Peers.**
- **Attend Mainstream classes, if ready.**  
**Receive help from TA in EBD room**  
**for tutoring and/or crisis intervention.**
- **May leave desk without Teacher's permission.**
- **Structured Free Time, buy game time.**
- **Buy use of Computer. (Educational).**
- **Run errands for Teacher.**
- **May work in other places, besides own desk.**
- **Teacher evaluates student, she/he participates.**
- **Daily point sheet signed by Teachers/Parents.**

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