



Guidelines for Implementing Level Systems and Reduced Day Schedules

Purpose of Level Systems/Reduced Day Schedules

Level system plans, with or without a reduced day schedule component, are intended to support students who are displaying extreme problem behaviors. They are designed to be one of the last interventions offered by South Lane School District due to their restrictive nature. Generally, the entire spectrum of behavior supports needs to be considered, implemented, and run with fidelity over an extended period of time (six weeks is suggested) before a level system and/or reduction of a student's school day is introduced.

Level plans allow students the opportunity to gain access to more privileges and to have more participation in the general education milieu as they move up levels. If a reduced day component is added, students typically add back more time to their school day in addition to adding privileges and independence as they move up the level system. Moving up a level is measured by daily performance on a behavior (point) card. All level plans **must** include a data collection system and a data decision rule. A data decision rule determines how much success a student needs to display on behavior performance as measured by a point card before moving up to the next level on the plan.

Decision Rule Example – *John will move up to level 2 after earning a percentage score of 80% or better on his daily point cards for 8 out of 10 days, with the last two days being consecutive.*

Level systems should be individualized to meet the specific needs of each student. These needs are generally determined by using existing behavioral data and information collected after a brief functional behavior analysis (FBA) is conducted and a daily behavior goal tracking system is implemented.

Reasons to consider a level system and a reduced day schedule include:

- Data indicates that a student consistently displays problem behaviors during a certain time of day and data collection/FBA findings suggest that the student needs to build up the physical and/or mental stamina to attend a full school day.
- Data indicates that a student has difficulty successfully interacting with peers in the general education milieu and the educational team decides that he or she needs to start off in a more restrictive environment to learn and be able to demonstrate appropriate pro-social skills before reintegrated with peers.
- Data indicates that a student is in crisis, which is affecting his or her ability to demonstrate appropriate behaviors at school, and the educational team decides to temporarily reduce a student's day to help stabilize behavior.

Interventions to consider prior to implementing a level system

- Daily Check In/Check Out (CICO)
- Daily behavior card with data collection system
- Positive behavior reinforcement systems (color spot charts, behavior contracts, participation in individualized token economy, positive notes home, etc.)
- Participation in social skills group
- Behavior specialist support
- Assessment for special education/504 plan eligibility if warranted.
- Development and implementation of an FBA/BSP (functional behavior analysis/behavior support plan.
- Meeting with parents to discuss behavior concerns and current supports students may be accessing outside of school. School personnel to provide resources as necessary.

Things to consider:

- Do not reduce a student's school day without a mechanism in place to earn time/privileges back as measured by daily data analysis.
- Level plans do not have to include a reduced day schedule.
- Implement the interventions listed above prior to reducing a student's day to the greatest extent possible.
- Run any new intervention strategy with fidelity and length before determining effectiveness.
- A level system/school day reduction plan needs to address how the student will be learning functionally equivalent behaviors that are more acceptable than the problem behaviors triggering the plan.
- Parents need to be included in the process.
- Students can move up and down the levels and receive corresponding privileges without changes to their time at school.
- Transportation staff need to be contacted prior to implementing a reduced day schedule to confirm bus availability.
- Special education and 504 plan eligibility should be considered and an assessment initiated if the student continues to demonstrate problem behaviors after implementation of a reduced day plan.
- Instruction in math and reading need to be provided for students on reduced day schedules.
- When in doubt about how to create a plan, contact the behavior specialist for support.

Brian Middleton
South Lane School District Behavior Specialist
Cell 541-954-4898
Email brian.middleton@slane.k12.or.us