

# Point System



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## Point System Overview

- Token economy
- Earn points for positive behaviors
- Lose points for negative behaviors

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## Backup Reinforcers for Points



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**Presenting Problems**

- ADHD
- ODD
- CD
- Other disorders

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**Two Primary Functions of Point System**

- Intervention
- Assessment

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**Consistent Implementation**

- Insures treatment integrity
- Insures effective treatment
- All behaviors are observed, reported, and recorded by all staff members in the same manner
- Stability from activity to activity and from day to day

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### Point System Behaviors

- Socially valid
  - Nontrivial
  - Positive behaviors are socially desirable and commonly targeted for development
  - Negative behaviors are undesirable and commonly targeted for elimination

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### Point System Goals

- Produce changes that will generalize to other settings
- Produce changes maintain after the STP
- "Normalization" of functioning

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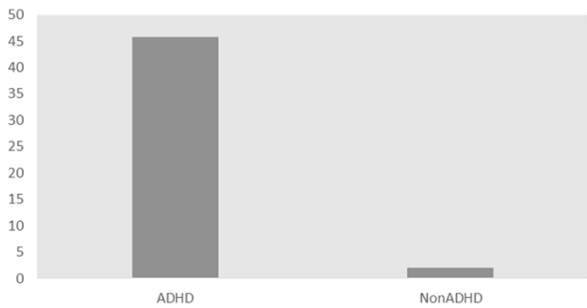
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### Interruption



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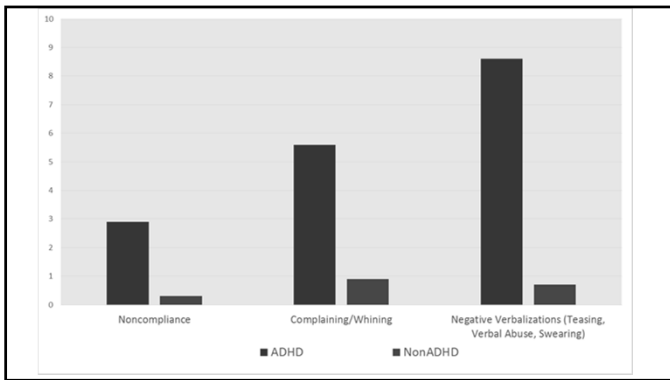
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### Point System Behaviors

- Negative behaviors have higher point values than positive behaviors
- Bonus categories for refraining from exhibiting negative behaviors have high point values

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### Point System Categories

- Each point system category has three types of information
  - Definition
  - Notes
  - Examples

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### Types of Point System Examples

- Typical
- Rare or Difficult
- Unique
- Contrasting

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### Point System Categories

Figure 2.1

Category	Points	Other Information
<b>Positive Categories</b>		
<i>Positive Behavior Categories:</i>		
1. Following Activity Rules	+10 points per interval	Points awarded at Point Check
2. Good Sportsmanship	+25 points per interval	
3. Behavior Points	+25 points per interval	
<i>Positive Frequency Categories:</i>		
4. Attention	+10 points	Points awarded when behavior occurs
5. Compliance	+10 points	
6. Helping a Peer	+10 points	
7. Sharing with a Peer	+10 points	
8. Contributing to a Group Discussion	+10 points	
9. Ignoring a Negative Stimulus	+25 points	
<b>Negative Categories</b>		
<i>Negative Behavior Categories:</i>		
1. Violating Activity Rules	-10 points	Points deducted when behavior occurs
2. Poor Sportsmanship	-10 points	
<i>Negative Physical Categories:</i>		
3. Intentional Aggression Toward a Peer or Toward a Staff Member	-50 points	Points deducted when behavior occurs Assign Time Out (see Chapter 4)
4. Unintentional Aggression Toward a Peer or Toward a Staff Member	-50 points	
5. Intentional Destruction of Property	-50 points	Assign Time Out (see Chapter 4)
6. Unintentional Destruction of Property	-50 points	Group/Paraphrase Discussion Individual/Paraphrase Discussion with Counselor
<i>Negative Physical Categories:</i>		
7. Noncompliance	-20 points	
8. Refused/Noncompliance	-20 points	Assign Time Out (see Chapter 4)
9. Swearing	-50 points	Group/Paraphrase Discussion
10. Leaving the Activity Area Without Permission	-50 points	
<i>Negative Physical Categories:</i>		
11. Using	-20 points	Points deducted when behavior occurs
12. Verbal Abuse to Staff	-20 points	
13. Name Calling/Teasing	-20 points	
14. Cheating/Tricking	-20 points	
15. Intimidation	-20 points	
16. Complaining/Whining	-20 points	

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### Group Discussion



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### Group Discussion Elements

1. Reviewing the activity rules for group discussions.
2. Reviewing the day's social skill in relation to the upcoming game.
3. Discussing ways in which the sports skills practiced previously can be integrated into game play.
4. Reviewing the activity rules for Recreational Activities.
5. Reviewing at least two subsections of the sport rules.

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### Violating Activity Rules



- The child violates rules specific to a particular activity, game, or drill
- Standard lists
- Review rules prior to activity
- Establish instructions for skill drills and lessons

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### Activity Rules for Group Discussions

- Speak at an appropriate voice level
- Initiate appropriate eye contact when speaking or being spoken to directly
- Use materials and possessions appropriately
- Be responsible for your belongings

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### Is it a Group Discussion Rule Violation?

- A counselor cannot hear a child's contribution to the discussion because the child spoke too softly.
  - Yes (did not speak at an appropriate voice level)
- A child looks around the group while making a contribution.
  - No; child initiated appropriated eye contact when speaking

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### Contributing to a Group Discussion

- Task-related
- Nonredundant
- May be prompted
- Does not meet negative category criteria
- Takes precedence over Helping
- Awarded once for each statement, regardless of number of sentences used

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### Is It Contributing?

- A child who arrives late to a group discussion contributes a statement that was already discussed
  - Yes (Unique example)
- During a postactivity discussion of problems that occurred during the game, a child says, "This game sucked."
  - No (Meets criteria for a negative behavior)

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### Interruption



- Verbal or nonverbal
- With or without meaning
- Intrudes or disrupts
  - Group setting: 2 other people for at least 2 seconds
  - Dyadic setting: while other person is talking
  - Causes the activity leader to stop or pause the activity
- Exceptions
  - Injury, warning, emergency
  - During a pause in the activity

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### Is It Interruption?

- A child runs into the middle of another group's soccer game to retrieve a softball.
  - Yes (Rare or Difficult Example)
- A child yells the group cheer when the group is inside the school.
  - Yes (Unique Example)
- A child yells "Heads up!" when a wildly hit softball is approaching the group discussion circle
  - No (Contrasting Example)

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### Attention



- Staff member's question about ongoing activity
- Correct answer within 5 seconds
- Multiple parts
- Does not meet negative category criteria
- Takes precedence over Contributing
- Reasonable and appropriate effort

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### Is It Attention?

- A child correctly repeats the name of the peer who made the previous contribution, but cannot repeat the contribution.
  - No (Multiple parts)
- A child correctly repeats the last 2 contributions to the discussion and who made them. This takes 7 seconds.
  - Yes (Reasonable and appropriate effort)

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### Recreational Activities



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### Activity Rules for Recreational Activities

- Follow the rules of the sport
- Participate in the game
- Stay in your assigned position
- Use materials and possessions appropriately
- Be responsible for your belongings

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### Compliance



- Behavior specified in command from a staff member
- Within 10 seconds or time specified
- Group or individual
- Reasonable and appropriate effort

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### Noncompliance



- Does not meet criteria for Compliance
- Repeat command and re-evaluate Compliance
  
- Time out for Repeated Noncompliance

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### Compliance or Noncompliance?

- After the counselor gives a command to form a group circle after a soccer game, a child appropriately jogs from the far goal and reaches the circle 13 seconds later.
  - Compliance
- After a counselor gives a group command to line up, two children do not begin to line up within 10 seconds.
  - Noncompliance

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### Poor Sportsmanship



- During game or skill drill period
- Does not actively participate
- Plays another person's position or hogs the ball
- Brags or boasts
- Complains about game or performance
- Cheats or attempts to cheat
- Refuses to share equipment
- Uses equipment inappropriately
- Exhibits Intentional Aggression, Lying, Verbal Abuse, Teasing, or Swearing

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### Is It Poor Sportsmanship?

- A child says, "Aw, I wanted to be on the other team" when he is chosen for a team.
  - Yes (Complaining about the game setup)
- A child double dribbles during a basketball game due to a lack of skill.
  - No (Rule Violation only)
- A child sits out of the game due to an injury.
  - No

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### Name Calling/Teasing



- Directs a negative communication
- Toward one or more peers identifiable as recipients
- Can see or hear
- Negative communication
  - Derogatory name
  - Other verbal or nonverbal behavior
  - Would typically elicit annoyance or distress
- Societal norms
- Precedence over Swearing, Interruption, and Complaining

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### Is it Teasing?

- A child says to the Team Captain, "Don't pick Johnny, he can't play" when Johnny can hear the statement
  - Yes (Unique Example)
- Susie appropriately informs a counselor that another child took her cookies.
  - No (Appropriately informing, not tattling)

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### Complaining/Whining



- Verbal or nonverbal behavior
- *Inappropriately* expresses discomfort, dissatisfaction, or resentment
- Content, gesture, tone of voice
- *Appropriate* expression is:
  - Not antagonistic in content
  - Not accompanied by unnecessary gestures
  - Neutral tone of voice of normal pitch and intensity
- Crying = once per minute except true injury
- Mildly annoying

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### Is It Complaining?

- A child rolls his eyes at a peer who just struck out
  - Yes (mildly annoying)
- A child says to a peer "Johnny is such a klutz" when Johnny is not nearby
  - Yes
- A child stumbles and falls in a soccer game, and says "Oh, I really went down hard."
  - No (appropriate expression of discomfort)

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### Helping a Peer



- Voluntarily gives to a peer
- Assistance or aid
- Relevant to the ongoing activity
- Does not disrupt the ongoing activity
- Does not meet negative category criteria
- Is accepted
- Not for necessary components of a game (e.g. passing to a team member)

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### Is It Helping?

- The child playing shortstop says, "Mike's not forced on second, so we have to tag him to get him out." to the third base player.
  - Yes (appropriate coaching)
- A child leaves first base to show the batter how to hold the bat.
  - No (disrupts the activity; Interruption)

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**Sharing with a Peer**



- Voluntarily gives to a peer
- Possessions, privileges, or materials
- Relevant to the ongoing activity
- Does not disrupt the ongoing activity
- Does not meet negative category criteria
- Is accepted
- Not for necessary components of a game (e.g. passing to a team member)

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**Is It Sharing?**

- The High Point Kid lets another child carry the group flag.
  - Yes
- A child shares his softball glove after being told to do so by a counselor.
  - No (not voluntary)

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**Verbal Abuse to Staff**



- Directs a negative communication
- Toward one or more adults identifiable as recipients
- Can see or hear
- Negative communication
  - Derogatory name
  - Other verbal or nonverbal behavior
  - Would typically elicit annoyance or distress
- Societal norms
- Takes precedence over Teasing, Swearing, Interruption, and Complaining

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**Is It Verbal Abuse?**

- Saying "I was safe, you idiot" after the Sport Leader calls an out at first base.
  - Yes
- A child sticks out her tongue behind a counselor's back.
  - No (not directed; Complaining)
- During a postactivity discussion of problems that occurred during a game, a child says, "It wasn't as fun because you were pitching a lot of balls."
  - No (appropriate)

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**Cursing/Swearing**



- Verbal or nonverbal
- Regardless of pitch or intensity
- Typically regarded as profane or obscene
- Not directed at an individual
- Societal norms
- Takes precedence over Interruption and Complaining
- Inform parents

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**Is It Swearing?**

- One child says "Sh" and another child says "it". Both children laugh.
  - Yes (both children)
- A child says, "I hurt my butt when I fell."
  - No (age-appropriate substitute)

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### Lying



- Reports an event occurring in the program setting
- Not what the staff member knows or suspects to be true
- Not for exaggeration, fantasy, jokes, misconceptions
- Takes precedence over Verbal Abuse, Teasing, Swearing, Interruption, and Complaining

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### Is It Lying?

- A child says, "Johnny took my apple" when a staff member reports otherwise.
  - Yes
- A child says, "I'm the fastest runner in the whole camp!"
  - No (exaggeration)

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### Intentional Aggression



- Apparently intentional
- Physical behavior
- Would typically produce physical injury or pain
- Intrudes by inappropriately restricting movement
- Intent determined by staff member who observes
- Time out
- Not for appropriate game-related physical contact

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**Is It Intentional Aggression?**

- Two children collide and fall down while trying to get to the soccer ball.
  - No (Game-related contact)
- A child throws a stone at a counselor and misses.
  - Yes (Unique example)
- A child lightly pokes another child's arm
  - No (Name Calling/Teasing)

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**Ignoring a Negative Stimulus**



- No observable negative response
- Verbal or nonverbal behavior from another child
- Behavior would typically cause annoyance or distress
- Behavior is directed at the child
- Not for behaviors that are part of appropriate game play
- Multiple intended recipients
- One time per minute for continuous provocations

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**Is It Ignoring?**

- Jimmy says, "Oh, it's OK, it was an accident" after another child spilled juice on his shirt
  - Yes
- Children continue to participate in a group discussion while a child from another group yells, "I hate you all!"
  - Yes
- A child briefly giggles in response to a child who yells "Burp!" during a group discussion.
  - No (no points earned or lost)

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**Intentional Destruction of Property**



- Apparently intentional
- Destroys object
- Damages, defaces, or alters object
  - Value or usefulness is substantially impaired at least temporarily
- Would typically meet above criteria
- Intent determined by staff member who observed

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**Intentional Destruction of Property 2**

- Time Out
- Inappropriate use resulting in damage
- Not for trash disposal, throwing or dropping if object would not typically break
- Not for natural deterioration
- Regardless of object's ownership
- Group Reparation Discussion

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**Is It Intentional Destruction of Property?**

- A child digs holes in the playing field.
  - Yes
- A child throws a rock at a window. The window does not break.
  - Yes (Unique Example)
- A child crushes a paper cup and throws it away.
  - No (disposing of trash)

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**Unintentional Destruction of Property**



- Apparently unintentional
  - Clumsiness
  - Lack of Skill
  - Inattention
- Destroys object
- Damages, defaces, or alters object
  - Value or usefulness is substantially impaired at least temporarily
- Would typically meet above criteria
- Intent determined by staff member who observed

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**Unintentional Destruction of Property 2**

- Inappropriate use
- Not for trash disposal, throwing or dropping if object would not typically break
- Not for natural deterioration
- Regardless of object's ownership
- Individual Reparation Discussion

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**Is It Unintentional Destruction of Property?**

- A child apparently accidentally spills paint on another child's art project
  - Yes
- A child appropriately kicks a playground ball that breaks apart due to previous damage
  - No

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### Unintentional Aggression



- Apparently unintentional
  - Clumsiness
  - Lack of skill
  - Inattention
- Physical behavior
- Would typically produce physical injury or pain or
- Intrudes by inappropriately restricting movement
- Intent determined by staff member who observes
- Not for appropriate game-related physical contact

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### Is It Unintentional Aggression?

- A child appropriately kicks a soccer ball that hits a counselor in the head
  - No (Game-related contact)
- A child spins in circles in the soccer field and accidentally hits a peer in the face
  - Yes (Not appropriate game play)

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### Stealing



- Has possession of object that belongs to another
- No prior permission from owner or staff member
- Not for temporary appropriate possession
- Take points when theft is discovered
- Group Reparation Discussion

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**Is It Stealing?**

- A counselor finds a missing baseball hat in another child's backpack.
  - Yes
- A child picks up another child's backpack and takes it to the owner.
  - No

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**Leaving the Activity Area Without Permission** 

- Leaves area designated for the activity
- No prior permission from staff member
- Standard activity areas
- Define area when standard area does not apply
- Game boundaries independent of activity area
- Pedestrian transitions
  - 15 feet behind line
  - Steps into street or parking lot
  - Apparently running away
- 5 feet outside time-out area

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**Is It Leaving?**

- A child lags 20 feet behind the group transition line.
  - Yes
- A child attempts to run away from the group but a counselor intervenes to prevent the child.
  - Yes (Unique Example)
- A child steps over the basketball court line during a basketball game.
  - No

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### Interval Categories

- Activities are divided into 15-minute intervals.
- Points are awarded for each interval during which a violation has not occurred.
- Interval categories provide a summary of children's performance during an activity.

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### Following Activity Rules

The child, for the duration of an interval, has not lost any points for Violating Activity Rules.

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### Good Sportsmanship



The child, for the duration of an interval,

- (1) has not lost any points for Poor Sportsmanship and
- (2) has not been in time out for any part of the interval.

Note: Evaluated only during recreation periods.

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### Behavior Bonus

The child, for the duration of an interval,

- (1) has not lost points for any negative point system behaviors with the exception of Violating Activity Rules and Poor Sportsmanship, *and*
- (2) has not been in time out for any part of the interval.

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### Point Check



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### Rules for Classifying Point System Behaviors

- Use reliably and consistently
- Ensures that data accurately reflect children's behavior

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**Rule for Classifying #1**

- Each action or sentence is evaluated separately as a single behavior.

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**Examples of Rule #1**

- When told about a point loss for Stealing, a child says, "You're a jerk. I didn't steal Susie's cookies."
  - Because the child's statement contains two separate sentences, the child should lose points for Verbal Abuse to Staff and Lying.
- A child says, "I hate, hate, hate the counselors."
  - The child should lose points for a *single* occurrence of Verbal Abuse because the verbalization is one sentence.

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**Rule for Classifying #2**

- The context in which a child exhibits a behavior is used to determine which, if any, category should be used to classify a behavior.

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**Examples of Rule #2**

- During a dodgeball game, a child intentionally throws a dodgeball at and hits another child in the stomach.
  - The child should not lose points for Intentional Aggression.
- During a group discussion, a child intentionally throws a dodgeball at and hits another child in the stomach.
  - The child should lose points for Intentional Aggression and for Violating Activity Rules ("Use materials and possessions appropriately").

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**Rule for Classifying #3**

- Negative categories take precedence over positive categories.

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**Example of Rule #3**

- During a problem-solving discussion, a child says, "The problem we're having is that Mike is a ball-hogging hothead."
  - The child would lose points for Name Calling/Teasing and would not earn points for Contributing to a Group Discussion.

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**Rule for Classifying #4**

- When a single behavior is directed toward both peers and adults, adult-directed behavior categories take precedence over peer-directed behavior categories.

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**Example of Rule #4**

- During a transition, a child says to a nearby counselor and child, "You two walk slower than my grandmother."
  - The child should lose points for Verbal Abuse. (Note: The second child may still earn points for Ignoring a Negative Stimulus even though the behavior is not recorded as Name Calling/Teasing.)

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**Rule for Classifying #5**

- When a single behavior meets the criteria for more than one negative verbal category, *only one* negative verbal category should be used to classify the behavior, according to the Hierarchy of Negative Verbal Categories.

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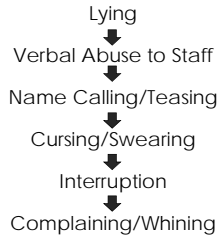
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**Hierarchy of Negative Verbal Categories**




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**Example of Rule #5**

- When told about a point loss for Stealing, a child says, "I didn't steal Susie's cookies, you jerk."
  - The child should lose points for Lying, not Verbal Abuse.

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**Rule for Classifying #6**

- When a single behavior meets the criteria for more than one negative physical category, the behavior should be classified using all applicable negative physical categories.

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**Example of Rule #6**

- A child punches another child in the face, thereby breaking the other child's glasses.
  - The child should lose points for both Intentional Aggression and Intentional Destruction of Property

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**Rule for Classifying #7**

- When a single behavior meets the criteria for both a negative physical category and a negative verbal category, the behavior should be classified using both the negative physical category and the negative verbal category.

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**Example of Rule #7**

- During a group discussion, a child intentionally rips his shoelace, thereby distracting several children in the group.
  - The child should lose points for Intentional Destruction of Property and Interruption.

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**Rule for Classifying #8**

- When a single behavior meets the criteria for *both* Noncompliance or Repeated Noncompliance *and* any other negative behavior category, the behavior should be classified as both Noncompliance and the other negative category.

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**Example of Rule #8**

- While walking to the pool, a counselor tells a child to catch up to the group. The child runs in the opposite direction.
  - The child should lose points for Noncompliance, Leaving the Activity Area Without Permission, and Violating Activity Rules ("Stay in your assigned area").

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**Rule for Classifying #9**

- When a single behavior meets the criteria for both Compliance and any other positive behavior category, the behavior should be classified as both Compliance and the other positive category.

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**Example of Rule #9**

- During a social skills discussion, a counselor says, "Marcia, tell me how you feel when someone teases you." Marcia replies, "I get very upset when someone teases me."
  - Marcia should earn points for Compliance *and* for Contributing to a Group Discussion.

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**Rule for Classifying #10**

- When a single behavior violates more than one activity rule, the behavior should be classified using all applicable rule violations. When a single behavior meets the criteria for both Violating Activity Rules and any other negative behavior category, the behavior should be classified as both Violating Activity Rules and the other negative category.

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**Example of Rule #10**

- A child clogs the bathroom sink with paper towels and leaves the water running, causing the sink to overflow.
  - The child loses points for two separate occurrences of Violating Activity Rules ("Leave the area clean and dry" and "Use materials and possessions appropriately") and for Intentional Destruction of Property.

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**Rule for Classifying #11**

- When a single behavior meets more than one criterion for Poor Sportsmanship, the child should lose points only one time. When a single behavior meets the criteria for both Poor Sportsmanship and any other negative behavior category, the behavior should be classified as both Poor Sportsmanship and the other negative category.

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**Example of Rule #11**

- A child says to another player, "You suck at this game."
  - The behavior meets two criteria for Poor Sportsmanship: losing points for Name Calling/Teasing (#8) and complaining about peer performance (#4). He should lose only 10 points for Poor Sportsmanship even though two criteria were met.

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**Rule for Classifying #12**

- Ignoring a Negative Stimulus should be evaluated for every negative point system category used to classify a behavior that is directed toward a child.

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**Example of Rule #12**

- John says to Susie, "Do you like sea food?" After Susie says, "Yes, I do," John opens his mouth and says, "See, food!" thereby exposing a mouthful of half-chewed bologna sandwich.
  - John should lose 20 points for Teasing and 10 points for Violating Activity Rules ("Use good table manners"). Susie should earn 50 points for Ignoring a Negative Stimulus (25 points for ignoring the Teasing and 25 points for ignoring the rule violation).

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**Questions about the Point System?**

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