

Developing and Implementing the Behavioral Matrix

The Basic Behavioral Matrix Forms

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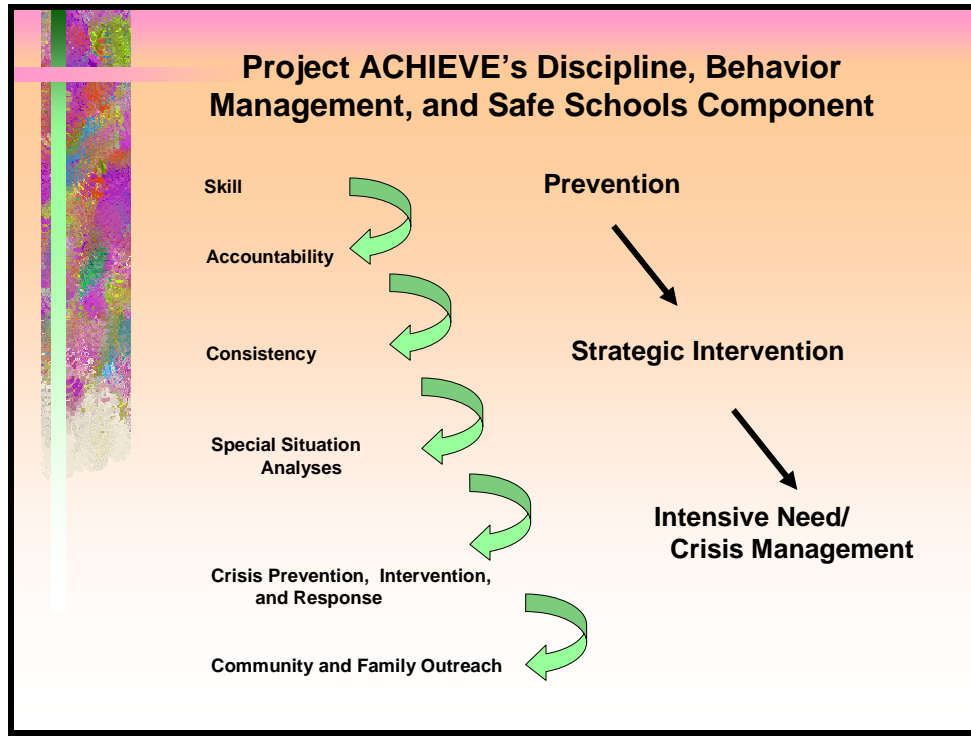
Developing and Implementing the Behavioral Matrix:

Establishing School-Wide Behavioral Standards and Benchmarks for Student Accountability

Overview

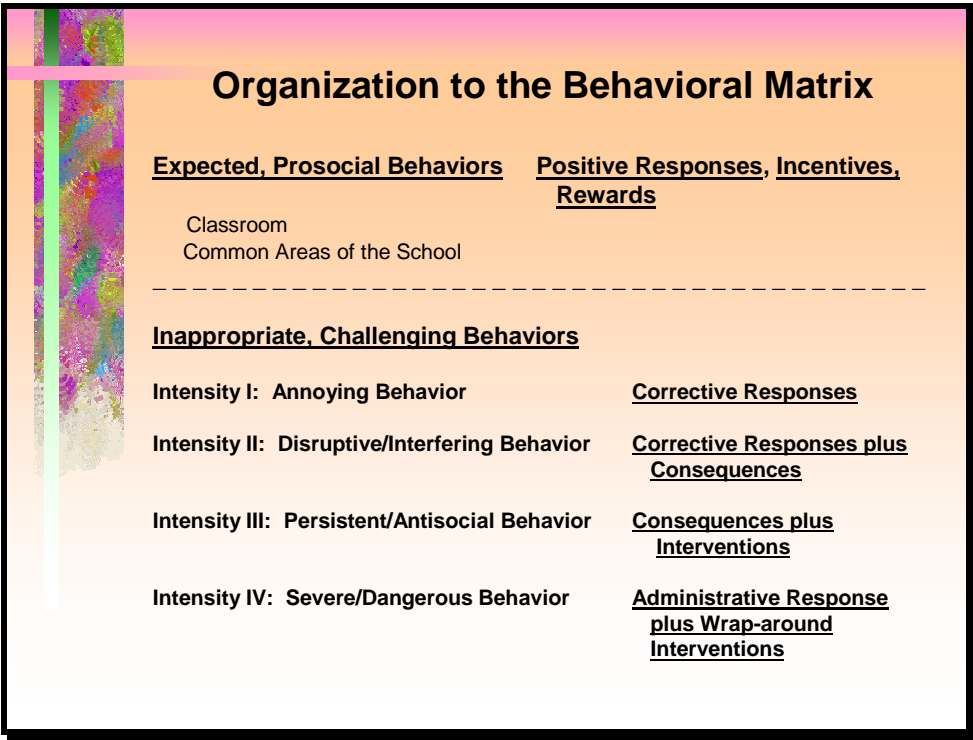
Functionally, at the primary, secondary, and tertiary levels of prevention, there are six primary components in Project ACHIEVE's Positive Behavioral Self-Management System (PBSS)—the development of (a) student and staff **skills**, using the Stop & Think Social Skills Program, that result in students demonstrating prosocial interpersonal, problem-solving, and conflict resolution skills; (b) teacher, grade-level, and building-wide **accountability** processes that provide students meaningful incentives and consequences that motivate their prosocial behavior; and (c) staff and administrative **consistency** such that student behavior is reinforced and responded to (when inappropriate) in a constant fashion. These three components are guided by an established School Climate Team or School Discipline Committee which consists a classroom teacher/representative from every grade level in the school, an administrator, select pupil or related services personnel (e.g., counselors, social workers, school psychologists), representatives from special education, the School Resource Officer or In-school Suspension Supervisor (if relevant), and others as determined by the School Improvement Team.

The last three components address more specialized school circumstances related to behavior management situations and circumstances that extend beyond the classroom and individual students. They involve (d) a “**Special Situations**” process that analyzes setting-specific and peer-specific circumstances from an ecological perspective; (e) the implementation of a continuum of prevention and responses relative to **Crisis Prevention to Crisis Intervention to Crisis Response**; and (f) **Parent and Community Outreach, Training, and Involvement** (see Figure below). Once again, the School Discipline Committee generally takes the leadership in planning and addressing these areas.



Accountability: Implementation and Research. Even when students have learned and mastered prosocial skills, they still need to be motivated to use them. And when the peer group (“Being cool”) competes against teachers and other educators (“Focus on your work”), the importance of having school-wide accountability approaches is apparent. In general, effective accountability processes consist of meaningful incentives and consequences that motivate students to use their prosocial skills. These processes are important because (a) socially skilled students still need motivation to use their skills, (b) some students (called performance deficit students) lack this motivation, and (c) some students are reinforced more by the outcomes of inappropriate behavior than, for example, by making and demonstrating good choices.

Project ACHIEVE’s PBSS component helps schools to establish and implement grade-level and building-wide accountability systems that include progressively tiered and developmentally-appropriate and meaningful incentives and consequences that motivate and reinforce students’ appropriate interactions. This is accomplished by creating, formalizing, and implementing a “Behavioral Matrix” (see Figure below) that establishes a set of behavioral standards and expectations for all students. Created predominantly by staff and students, this matrix explicitly identifies, for all grade levels, behavioral expectations in the classroom and in other common areas of the school (connected with positive responses, incentives, and rewards), and different “intensities” levels of inappropriate student behavior (connected with negative responses, consequences, and interventions as needed).



As noted, students' inappropriate or challenging behaviors are organized along a progression of less intense (i.e., annoying) through most intense (i.e., severe or dangerous) behavior that are then connected, respectively, with strategic, research-based responses. When students demonstrate inappropriate behavior, the ultimate goal is to decrease or eliminate this inappropriate behavior while, concurrently, establishing and increasing replacement or appropriate behavior. Thus, the responses, at each Intensity level, are so designed.

Functionally, Intensity I behaviors involve “routine” or “annoying” discipline problems that teachers handle with corrective actions. Intensity II behaviors involve more challenging behaviors that teachers handle with corrective actions plus classroom-based consequences. Intensity III behaviors are more serious, usually involving office referrals and strategic intervention. Finally, Intensity IV behaviors involve the most serious student behaviors that, generally, are handled by a district’s Code of Conduct as determined by the School Board through the Superintendent’s office. Typically, Intensity IV offenses are sent immediately to the office, where administrative responses and other consequences, later followed by intensive interventions, are applied.

Below are the definitions for the four respective Intensity levels:

- Intensity I (Annoying) Behavior: Behavior problems in the classroom that teachers handle with a minimum of interaction or intervention (e.g., using physical proximity, a social skills prompt, reinforcing other students' appropriate behavior, giving a non-verbal cue to the student).
- Intensity II (Disruptive or Interfering) Behavior: Behavior problems in the classroom that teachers handle with a more directed intervention (loss of student points or privileges, a classroom time-out, a note or call home, completion by the student of a behavior action plan).
- Intensity III (Persistent or Antisocial) Behavior: Behavior problems in the classroom that are so significant or so persistent that they require some type of out-of-classroom intervention (e.g., a referral to the office or in-school suspension room) and some type of systematic problem solving and classroom-based intervention after the out-of-classroom consequence.
- Intensity IV (Severe or Dangerous) Behavior: Very severe behavior problems that are usually addressed in a District's Code of Conduct and that usually require some type of student suspension from school.

Relative to a teacher's or administrator's response, inappropriate student behavior is addressed in the following ways at the four Intensity levels, respectively:

- Intensity I Behavior is responded to with a Corrective Action.

The Corrective Responses in the Behavioral Matrix are organized along a continuum of effective teaching responses ranging from least intrusive to more directive. While teachers should use the least intrusive corrective action possible, they should feel free to use any response that maximizes the potential of decreasing or eliminating the student's annoying behavior. The continuum of effective teaching/corrective responses for Intensity I behaviors ranges across the following:

Teacher visual, non-verbal, or physical prompt
Teacher proximity
Teacher redirect
Teacher warning
Teacher puts name on the blackboard
Teacher uses a "Stop & Think" prompt
Student is moved to another seat in the classroom

Student needs to apologize to teacher/class
Loss of recess time to make up for lost classroom time
Student needs to write an action/remediation plan
Teacher ends activity for the student; makes him/her watch the other students until they have completed their activity
Teacher calls home with student from the classroom
Note sent home with parent signature required

- Intensity II Behavior is responded to with a Corrective Action and/or a Consequence.

The goal of a consequence is to communicate to students that their behavior is inappropriate and to motivate them to (a) decrease or eliminate their inappropriate behavior, while increasing their appropriate, prosocial behavior. In general, then, teachers strategically choose consequences for specific students and specific behavioral situations such that they have the higher probability of decreasing or eliminating the Intensity II behavior. Typically, any number of consequences can handle many different Intensity II behaviors. It is the teacher's understanding of the student and the specific behavioral situation that makes one consequence more successful than another. At the same time, there are a small number of Intensity II behaviors where the research has identified one or two consequences that are most effective. If teachers know the research here, they can use these evidence-based consequences first.

- Intensity III Behavior is responded to with a Out-of Classroom Consequence, followed by an Intervention.

The goal of out-of-classroom and other consequences is to communicate to the student that his/her behavior is very inappropriate and to motivate them to (a) decrease or eliminate their inappropriate behavior, while increasing their appropriate, prosocial behavior. As most consequences here involve a Time-Out in another teacher's classroom, a referral to the Principal's Office, or a referral to an In-School Suspension Room, the presumption is that this "intervention" should result in the above goal. However, if a positive behavioral response does not result after two to four out-of-classroom "opportunities," it would appear that, for example, the trip to the Office is not acting as an intervention. At this point, the student should be referred to the SPRINT (School Prevention, Review, and Intervention Team) process for a functional assessment to determine why the problem exists (or is continuing), such that a more strategic intervention can be identified and implemented.

- Intensity IV Behavior is responded to with an Administrative Response, followed by an (Intensive) Intervention.

An Administrative Response is generally neither a consequence nor an intervention in a technical sense. It is simply a response to help “stabilize” the situation or the school setting or environment, and/or a response that a School Board believes is appropriate for the infraction involved. In most cases, the SPRINT process should begin as soon as a student exhibits an Intensity IV offense, and it should run concurrently with the Administrative Response (this is especially recommended when a suspension or expulsion is involved). Once the functional assessment has been completed and an intervention plan is ready, it should be immediately implemented. In the event of a student suspension, it may be wise to wait until the intervention plan has been developed and is ready to implement before the student returns. In this situation, the intervention may actually be implemented outside of the school and prior to the student’s return. At the very least, the staff and the student should be prepared to implement the intervention immediately upon re-entry to the school building after the suspension is over.

In the final analysis, the Behavioral Matrix is an explicit set of behavioral “standards” that identifies expected behaviors (connected with positive responses, incentives, and rewards) and intensity levels of inappropriate behavior (connected with corrective responses, consequences, or administrative responses). Because these standards are agreed upon by staff and communicated and taught to students, student behavior is evaluated against the Matrix. This creates a true accountability system, because every student is accountable to this same set of behavioral standards, and is “evaluated” against and responded to vis-à-vis those standards. As the standards in the Matrix become internalized by students, they become accountable more to these standards and themselves than to the adults and peers in their lives whose standards may vary and may not always be appropriate or consistent. Thus, behaviorally, student self-management is enhanced as student discipline becomes a process of the “student against the standards,” rather than the “student against the teacher.” This both diminishes the power struggle that often occurs between students and teachers, and it reinforces the message that students are accountable for their own behavior (i.e., as represented on the Matrix).

Moreover, because it is created collaboratively and “codified” through consensus, the Behavioral Matrix increases the consistency across different teachers or faculty members relative to student expectations and behavior. This, then, eliminates the dilemmas that occur when (a) there are different sets of behavioral standards across teachers, (b) individual teachers have different sets of standards across student groups and even for individual students, and (c) students are expected to adapt behaviorally to all of these differences and are told to “behave for their teachers.” For teachers who believe that the Behavioral Matrix usurps their personal approach to classroom management, it doesn’t. The Behavioral Matrix is no different than the curricular

standards or benchmarks that all teachers are expected to cover in their (various) academic classes. For example, every Fourth Grade teacher is expected to help their students master the same set of academic skills, specified by the state, in literacy, math, science, and so on. How they teach these academic standards in their own classroom may vary from teacher to teacher. But they must teach to these standards.

Similarly, the Behavioral Matrix outlines the set of behavioral standards for a teacher (and his/her students) that are expected at a certain grade level. How they teach and motivate students to adhere to these standards may differ from teacher to teacher. But these standards, like a road map, remain as a constant. And, as noted earlier, just as a student is graded on their mastery of the different academic standards that are set in each curricular area, so they are evaluated by their performance against the set of behavioral standards in the Matrix. The Behavioral Matrix, then, is the behavioral equivalent of a state or school district's curricular Standards. If both exist in a school, they are used in exactly the same manner.

As a school-wide accountability system, all students are accountable to the Behavioral Matrix. However, as noted, when students engage in Intensity III and IV behaviors, functional assessments and strategic interventions often become necessary, along with either a Behavioral Intervention Plan (BIP) or an Individualized Education Plan (IEP), the latter relative to special education services. At this point, it must be emphasized that the expectations and standards for student behavior and accountability do not change, even though the expectations for the individual student may change. That is, if a student is unable to meet the expectations on the Behavioral Matrix—due, for example, to a skill deficit, a disability, or some particular life circumstance—intermediate behavioral goals that will eventually lead to those expectations must be set. In addition, the specific interventions and/or supports that are needed to help the student meet these intermediate goals should also be identified, and then implemented and evaluated. As intermediate goals are reached and new goals are set, it is hoped that the student will ultimately meet the full expectations of the Behavioral Matrix just like any other student.

This process explicitly addresses the often-stated concerns that some students are not held accountable to the same standards and that this undermines the accountability system in the eyes of other students who can and do meet these standards. Once again, even though a specific student may not be able to meet a behavioral expectation right now, that expectation is still the standard, and the challenge is to determine how quickly we can implement an intervention program that will help that student to meet the standard. This is a teaching, learning, and professional development process. Not every student earns an “A” in every academic class or meets all of the state's curricular standards or benchmarks. While we want them to, it doesn't happen for all students. And for some students, who need more intensive academic interventions and supports, it may never happen. Why would we expect behavior to be any different? Some students are not going to meet our behavioral standards. And yet, the question is: “Do we make the same effort behaviorally as we do academically to help these students to meet these goals?”

In summary, as the primary school-wide accountability vehicle, the Behavioral Matrix either reflects or must be complemented by a number of “evidence-based principles” (Kazdin, 2000; Kerr & Nelson, 2002) in order for it to best work.

Among these principles are the following:

1. All students in the school should experience five positive interactions (collectively, from adults, peers, or themselves) for every negative interaction;
2. Students are largely motivated through positive, proactive, and incentive-oriented means;
3. When consequences are necessary, the mildest possible consequence needed to motivate students’ appropriate behavior is used;
4. Consequences, not punishments, are used;
5. When consequences are over, students must still practice the previously-expected prosocial behavior at least three times under simulated conditions;
6. Staff must differentiate and respond strategically to skill-deficit versus performance-deficit students; and
7. Staff must recognize that incentives and consequences must remain stable because previous inconsistencies may have strengthened some students’ inappropriate behavior.

Assignment Goal: Developing a Behavioral Matrix at a Specific Grade Level

The goal of this assignment is for you to have three to four teachers at a specific grade level from the same school individually complete the Behavioral Matrix worksheets so that you can mock-up a composite Behavioral Matrix for their grade level. You can choose an elementary, middle, or high school—it is your choice—as long as all of the teachers you use teach at the same grade level.

Step 1—Completion of Behavioral Matrix worksheets by the individual teachers. Photocopy the Behavioral Matrix worksheets below, and ask three to four teachers at the same grade level in a single school to complete them.

Developing a School-Wide Behavior Management and Incentive Matrix

Worksheet 1A: Intensity I Behaviors

Grade Level _____

Directions: Please “check off” all of the behaviors on the left hand side of this worksheet that you feel represent “Intensity I” (Annoying) behaviors for students at your grade level (feel free to add to this list as needed). The Corrective Responses on the right hand side are organized along a continuum of effective teaching responses from the least intrusive to more directive action. You do not need to select from these items. When used in the classroom, a teacher would use the Corrective Action that they feel would result in the quickest change of behavior—from the annoying behavior to an appropriate behavior.

Definition: Intensity I (Annoying) Behavior: Behavioral situations in a classroom that teachers handle with a minimum of interaction or intervention—that is, that often change upon the use of a Corrective Response.

Inappropriate Intensity I Behaviors

Passive off-task behavior (e.g., head on desk, staring out the window)
Not listening/not paying attention
Leaving seat without permission
Not being in a designated or specified area
Running in class
Talking out of turn
Non-speech noises that disrupt the class
Rocking, tilting, falling out of seat
Calling/Shouting/blurting out answers
Not following directions
Teasing
Tattling
Name-calling
Talking to neighbors/others without permission
Distracting Others
Teasing/pestering
Touching things that don't belong to the student
Pushing/Poking-- Hands inappropriately on another student
Poor attitude/rudeness
Inappropriate tone or volume of voice
Horseplay/Play fighting
Swearing
Lying

Others:

Research- or Evidence-Based Corrective Responses by the Classroom Teacher *

Teacher visual, non-verbal, or physical prompt
Teacher proximity
Teacher redirect
Teacher warning
Teacher puts name on the blackboard
Teacher uses a “Stop & Think” prompt
Student is moved to another seat in the classroom
Student needs to apologize to teacher/class
Loss of recess time to make up for lost classroom time
Student needs to write an action/remediation plan
Teacher ends activity for the student; makes him/her watch the other students until they have completed their activity
Teacher calls home with student from the classroom
Note sent home with parent signature required

Others:

*** Note: These Corrective Responses are organized in a loose continuum of effective teaching responses from least directive to more directive.**

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Worksheet 1B: Intensity II Behaviors

Grade Level _____

Directions: Please “check off” all of the behaviors on the left hand side of this worksheet (note that there are two pages for this worksheet) that you feel represent “Intensity II” behaviors for students at your grade level (feel free to add to this list as needed).

Then, on the right hand side of the sheet, “check off” all of the relevant Research- or Evidence-Based Consequences that you believe have the higher probability of decreasing or eliminating the Intensity II behavior in the future at your grade level.

NOTE WELL: The goal of a consequence is to communicate to the student that his/her behavior is inappropriate and to motivate them to (a) decrease or eliminate their inappropriate behavior, while increasing their appropriate, prosocial behavior.

Definition: Intensity II (Disruptive or Interfering) Behavior: Behavior problems in the classroom that teachers handle with a more directed intervention (loss of student points or privileges, a classroom time-out, a note or call home, completion by the student of a behavior action plan).

Inappropriate Intensity II Behaviors

Research- or Evidence-Based Corrective Responses and/or Consequences by the Teacher

Continued or more intense Intensity I behaviors

Not following directions/Passive or active defiance
 Arguing with the teacher/Talking back
 Poor attitude/rudeness
 Talking to neighbors/others without permission
 Chronic socializing with peers
 Inappropriate language (e.g., racial, sexual)
 Inappropriate hand gestures
 Staring/Non-verbally intimidate another student
 Leaving seat without permission
 Not being in a designated or specified area
 Running in class
 Talking out of turn
 Inappropriate tone or volume of voice
 Non-speech noises that disrupt the class
 Rocking, tilting, falling out of seat
 Calling/Shouting/blurting out answers
 Teasing
 Tattling
 Name-calling
 Distracting Others
 Pushing/Poking-- Hands inappropriately on another student
 Inappropriate physical contact—no injuries
 Horseplay/Play fighting

Move the student to another seat in the classroom
 Loss of the opportunity to earn reinforcement tickets
 Loss of extra privileges
 Loss of reinforcement tickets
 Loss of free time (on a graduated scale)
 Write in discipline log/book
 Loss of recess time
 Student needs to write an action/remediation plan
 Student needs to model the appropriate behavior
 Student needs to repair or replace damaged items
 Teacher ends activity for the student; makes him/her watch the other students until they have completed their activity
 Letter to parent – written by the student
 Notes home written by the teacher
 Time-out in class
 Detention
 Phone contact with parent
 Parent/teacher conference
 Parent/student/teacher conference

Developing a School-Wide Behavior Management and Incentive Matrix

Worksheet 1B: Intensity II Behaviors/Page 2

Grade Level _____

Inappropriate Intensity II Behaviors

Research- or Evidence-Based Corrective Responses and/or Consequences by the Teacher

Bullying/Verbally threatening behavior
Physically threatening behavior
Swearing
Lying
Stealing
Sexual harassment
Throwing furniture/dangerous materials
Spitting (on floor or others)
Destroying school property
Vandalism
Cheating

Others:

Others:

Developing a School-Wide Behavior Management and Incentive Matrix

Worksheet 1C: Intensity III Behaviors

Grade Level _____

Directions: Please “check off” all of the behaviors on the left hand side of this worksheet that you feel represent “Intensity III” behaviors for students at your grade level (feel free to add to this list as needed).

Then, on the right hand side of the sheet, “check off” all of the relevant Responses, Consequences, or Interventions that you expect from a building administrator (or In-school Suspension professional) when sending a student “down to the office or ISS room” for an Intensity III offense.

NOTE WELL: The goal of out-of-classroom and other consequences is to communicate to the student that his/her behavior is inappropriate and to motivate them to (a) decrease or eliminate their inappropriate behavior, while increasing their appropriate, prosocial behavior. If this does not result after two to four consequence opportunities, the student should be referred to the SPRINT process for functional assessment leading to a more strategic intervention.

Definition: Intensity III (Persistent or Antisocial) Behavior: Behavior problems in the classroom that are so significant or so persistent that they require some type of out-of-classroom intervention: a Time-Out in another teacher’s classroom, a referral to the Office, a referral to the In-School Suspension room, and some type of additional classroom-based or out-of-classroom consequence.

Inappropriate Intensity III Behaviors

Consequences Desired from the Administrator or In-School Suspension Placement

Continued or more intense Intensity II behaviors

Not following directions/Significant defiance
 Inappropriate language (e.g., racial, sexual)
 Swearing
 Throwing furniture/dangerous materials
 Hazardous behaviors/safety issues
 Bullying/Verbally threatening behavior
 Taunting
 Physically threatening behavior
 Physical aggression/fighting with intent to cause bodily harm
 Stealing
 Sexually inappropriate behavior (e.g., touching/showing private parts)
 Sexual harassment
 Spitting (on floor or others)
 Vandalism
 Cheating

Loss of recess time
 Student writes an action/remediation plan
 Student needs to apologize/make amends
 Student needs to model the appropriate behavior where the infraction occurred
 Student needs to model the appropriate behavior with the individuals who were involved
 Student needs to repair or replace damaged property and/or items
 Letter to parent – written by the student
 Note home written by the administrator and the teacher
 After-school Detention
 Phone contact with parent
 Parent/teacher conference
 Parent/student/teacher conference
 In-school suspension
 Out-of-school suspension

Others:

Others:

Developing a School-Wide Behavior Management and Incentive Matrix

Worksheet 2A: Expected Behavior--Classroom

Grade Level _____

Directions: Please "check off" all of the behaviors on this worksheet that you expect students at your grade level to be able demonstrate in your classroom (either immediately or after behavioral instruction. Feel free to add to this list as needed.

Classroom Expectations:

Demonstrating good listening

Following directions quickly and the first time.

Beginning work promptly.

Working quietly—completing work without disturbing others.

Focusing on and completing work in a timely way.

Keeping arms, feet, and body to your self—in your own space.

Making requests politely or Asking for Help when needed in a nice way

Waiting to be called on to speak.

Ignoring distractions successfully and consistently..

Bringing all needed materials to school each day.

Walking safely.

Staying appropriately in your own space

Using an appropriate tone, volume, and pitch of voice.

Talking with others positively and supportively.

Ignoring distractions.

Accepting consequences quickly and appropriately.

Apologizing appropriately.

Treating classroom furniture, books, and other materials with respect.

Treating others' personal property with respect.

Asking adults for help to solve serious problems or stay safe.

Being kind to others.

Cooperating with others.

Sharing with others.

Joining others appropriately.

Being aware of your own feelings and the feelings of others.

Treating others with dignity and respect

Discussing disagreements in a calm manner.

Taking responsibility for your own actions and statements.

Telling the truth.

Responding appropriately to Teasing, Rejection, Being excluded

Responding appropriately to Losing

Responding appropriately to Answering a Question Wrong or Getting a Bad Grade.

Dealing appropriately with peer pressure.

Starting and finishing a conversation appropriately.

Giving and accepting a compliment appropriately.

Being able to self-evaluate correctly.

Being a good leader and a good follower.

ADDITIONAL EXPECTATIONS ADDED BY THE TEACHER:

Developing a School-Wide Behavior Management and Incentive Matrix

Worksheet 2B: Positive Responses, Incentives, Reinforcers

Grade Level _____

Directions: Please “check off” the relevant Research- or Experience-Based Positive Responses, Incentives, or Rewards that you know will motivate or can be used to positively reinforce students for good behavior at your grade level. Feel free to add to this list as desired.

Sample Positive Responses, Incentives, and/or Rewards in the Classroom

- Praise or compliments
- Positive phone calls or notes home
- Positive notes to students, in their mailboxes, in their classroom planners
- Lottery
- Treasure box – daily, weekly
- Bumper Stickers
- Award Certificates/Badges
- T-shirts
- Rotating trophy
- Stickers to save for center time/privileges
- Stamps to save for center time/privileges
- “No Homework” certificate/pass
- Tickets for drawings, buying rewards
- Centers/play time
- Giving the student an additional responsibility or having him/her run an errand
- Letting the class have five minutes at the end of the class period as free time
- Letting the student visit the principal for a special treat or reward
- Recognizing the student as “Student of the Day or Month” over the PA
- Treats
- Magical money
- Coupons for class store
- “Love notes” in student folders
- Recognition in front of the class (the principal, a school assembly)
- Whole-class “cheer” or applause
- Good behavior stamp daily for weekly rewards
- Teams that keep stars daily get rewarded
- Fish coupons – catch ‘em being good
- Gold tickets for lottery
- Gumball picture for team or whole class
- Marbles/beans in bowl

Others:

Step 2—Integration of the Behavioral Matrix responses by the individual teachers. Below are some Summary Sheets that you can use to compile the individual selections, from your teachers on the various Behavioral Matrix worksheets, in one place. Please complete these Summary Sheets with the data from your individual teachers.

Once completed, please get the Student Code of Conduct or Discipline Manual from the school from which you selected your teachers, and complete **Worksheet 1D: Intensity IV Behaviors**.

GRADE-LEVEL TEACHER-BY-TEACHER BEHAVIORAL MATRIX COMPARISONS

Inappropriate Behaviors & Responses

Directions: Using the sheets below, summarize all of the individual Behavior Matrix ratings for the teachers at your grade level so that you can see how much consensus there is, across the individual items, at the different Intensity levels and for the different, respective responses.

Intensity I (Annoying) Behavior: Behavior problems in the classroom that teachers handle with a minimum of interaction or intervention (e.g., using physical proximity, a social skills prompt, reinforcing other students' appropriate behavior, giving a non-verbal cue to the student).

INTENSITY I – Annoying Behaviors						
Teacher:	1	2	3	4	5	
Passive off-task behavior (e.g., head on desk, staring out the window)						
Not listening/not paying attention						
Leaving seat without permission						
Not being in a designated or specified area						
Running in class						
Talking out of turn						
Non-speech noises that disrupt the class						
Rocking, tilting, falling out of seat						
Calling/Shouting/blurting out answers						
Not following directions						
Teasing						
Tattling						
Name-calling						
Talking to neighbors/others without permission						
Distracting Others						
Teasing/pestering						
Touching things that don't belong to the student						
Pushing/Poking-- Hands inappropriately on another student						
Poor attitude/rudeness						
Inappropriate tone or volume of voice						
Horseplay/Play fighting						
Swearing						
Lying						
Others:						

Intensity II (Disruptive or Interfering) Behavior: Behavior problems in the classroom that teachers handle with a more directed intervention (loss of student points or privileges, a classroom time-out, a note or call home, completion by the student of a behavior action plan).

INTENSITY II – Disruptive or Interfering Behaviors	Teacher:		1	2	3	4	5
Continued or more intense Intensity I behaviors							
Not following directions/Passive or active defiance							
Arguing with the teacher/Talking back							
Poor attitude/rudeness							
Talking to neighbors/others without permission							
Chronic socializing with peers							
Inappropriate language (e.g., racial, sexual)							
Inappropriate hand gestures							
Staring/attempting to non-verbally intimidate another student							
Leaving seat without permission							
Not being in a designated or specified area							
Running in class							
Talking out of turn							
Inappropriate tone or volume of voice							
Non-speech noises that disrupt the class							
Rocking, tilting, falling out of seat							
Calling/Shouting/blurting out answers							
Teasing							
Tattling							
Name-calling							
Distracting Others							
Pushing/Poking-- Hands inappropriately on another student							
Inappropriate physical contact—no injuries							
Horseplay/Play fighting							
Bullying/Verbally threatening behavior							
Physically threatening behavior							
Swearing							
Lying							
Stealing							
Sexual harassment							
Throwing furniture/dangerous materials							
Spitting (on floor on others)							
Throwing furniture/dangerous materials							
Vandalism							
Cheating							
Others:							

INTENSITY II – Responses/Consequences	Teacher:	1	2	3	4	5
Move the student to another seat in the classroom						
Loss of the opportunity to earn reinforcement tickets						
Loss of extra privileges						
Loss of reinforcement tickets						
Loss of free time (on a graduated scale)						
Write in discipline log/book						
Loss of recess time						
Student needs to write an action/remediation plan						
Student needs to model the appropriate behavior						
Student needs to repair or replace damaged items						
Teacher ends activity for the student; makes him/her watch the other students until they have completed their activity						
Letter to parent – written by the student						
Notes home written by the teacher						
Time-out in class						
Detention						
Phone contact with parent						
Parent/teacher conference						
Others:						

Intensity III (Persistent or Antisocial) Behavior: Behavior problems in the classroom that are so significant or so persistent that they require some type of out-of-classroom intervention (e.g., a referral to the office or in-school suspension room) and some type of systematic problem solving and classroom-based intervention after the out-of-classroom consequence.

INTENSITY III – Persistent or Antisocial Behaviors	Teacher:		1	2	3	4	5
Continued or more intense Intensity II behaviors							
Not following directions/significant defiance							
Inappropriate language (e.g., racial, sexual)							
Swearing							
Throwing furniture/dangerous materials							
Hazardous behaviors/safety issues							
Bullying/Verbally threatening behavior							
Physically aggression/fighting with intent to cause bodily harm							
Stealing							
Sexually inappropriate behavior (e.g., touching/showing private parts)							
Sexual harassment							
Spitting (on floor on others)							
Vandalism							
Cheating							
Others:							

INTENSITY III – Responses/Consequences	Teacher:		1	2	3	4	5
Loss of recess time							
Student needs to write an action/remediation plan							
Student needs to model the appropriate behavior							
Student needs to repair or replace damaged items							
Letter to parent – written by the student							
Notes home written by the teacher							
Time-out in class							
Time-out in another class							
Detention							
Phone contact with parent							
Parent/teacher conference							
Parent/student/teacher conference							
Sent to the office							
In-school suspension							
Out-of-school suspension							
Others:							

GRADE-LEVEL TEACHER-BY-TEACHER BEHAVIORAL MATRIX COMPARISONS

Expectations & Rewards/Incentives

Directions: Using the sheets below, summarize all of the individual Behavior Matrix ratings for the teachers at your grade level so that you can see how much consensus there is, across the individual items, for the Behavioral Expectations and for the different, respective incentives.

NOTE: Behavioral expectations come from desired social skills, the “replacement” (or opposite and desired) behaviors for the Intensity I and II behaviors listed on Worksheets #1A and B, and “common sense” expectations for the classroom.

EXPECTATIONS	Teacher:		1	2	3	4	5
Demonstrating good listening							
Following directions quickly and the first time.							
Beginning work promptly.							
Working quietly—completing work without disturbing others.							
Focusing on and completing work in a timely way.							
Keeping arms, feet, and body to your self—in your own space.							
Making requests politely or Asking for Help in a nice way							
Waiting to be called on to speak.							
Ignoring distractions successfully and consistently.							
Bringing all needed materials to school each day.							
Walking safely.							
Staying appropriately in your own space.							
Using an appropriate tone, volume, and pitch of voice.							
Talking with others positively and supportively.							
Ignoring distractions.							
Accepting consequences quickly and appropriately.							
Apologizing appropriately.							
Treating classroom furniture, books, other materials with respect.							
Treating others’ personal property with respect.							
Asking adults for help to solve serious problems or stay safe.							
Being kind to others.							
Cooperating with others.							
Sharing with others.							
Joining others appropriately.							
Being aware of your own feelings and the feelings of others.							
Treating others with dignity and respect							
Discussing disagreements in a calm manner.							
Taking responsibility for your own actions and statements.							
Telling the truth.							
Responding appropriately to Teasing, Rejection, Being excluded							
Responding appropriately to Losing							
Responding appropriately to Answering a Question Wrong or							

Getting a Bad Grade.						
Dealing appropriately with peer pressure.						
Starting and finishing a conversation appropriately.						
Giving and accepting a compliment appropriately.						
Being able to self-evaluate correctly.						
Being a good leader and a good follower.						
Others:						

Directions: Each teacher has identified the Research- or Experience-Based Positive Responses, Incentives, or Rewards that they want to use to respond to students' appropriate behavior. These are viewed across the respective teachers below.

REWARDS/INCENTIVES	Teacher:	1	2	3	4	5
Praise or compliments						
Positive phone calls or notes home						
Positive notes to students, in their mailboxes, in their classroom planners						
Lottery						
Treasure box – daily, weekly						
Bumper Stickers						
Award Certificates/Badges						
T-shirts						
Rotating trophy						
Stickers to save for center time/privileges						
Stamps to save for center time/privileges						
“No Homework” certificate/pass						
Tickets for drawings, buying rewards						
Centers/play time						
Giving the student an additional responsibility or having him/her run an errand						
Letting the class have five minutes at the end of the class period as free time						
Letting the student visit the principal for a special treat or reward						
Recognizing the student as “Student of the Day or Month” over the PA						
Treats						
Magical money						
Coupons for class store						
“Love notes” in student folders						
Recognition in front of the class (the principal, a school assembly)						
Whole-class “cheer” or applause						
Good behavior stamp daily for weekly rewards						
Teams that keep stars daily get rewarded						

Fish coupons – catch ‘em being good							
Gold tickets for lottery							
Gumball picture for team or whole class							
Marbles/beans in bowl							
Extra recess, free time, free reading time, free computer time, free game time							
Rewards/written feedback (stickers, happy note, certificates)							
Rewards/tangible feedback (pencils, grab bag, tokens, points, special bookmarks)							
Rewards/acknowledgments (Student of the Week, class cheer, special job or designation)							
Positive calls/notes home							
Class parties, snacks in the lunchroom, or field trips							
More gym/PE; free time in the gym or on the playground							
Extra art time or periods							
Certificates, good behavior grades on report card							
Opportunities to do desired “job” in classroom or school (take care of class pet, sort papers, help the Custodian, run an errand to the office)							
Opportunities to help a lower grade classroom (e.g., read to them, supervise them)							
Extra “fun” papers/worksheets							
Extra time in the library, media room							
Hugs, “high fives,” applause, pats on the back							
Free time to visit with friends; free choice of a partner for a project/assignment							
“No homework/no worksheet” pass							
Opportunity to work with an upper grade student							
Special lunch with teacher (from classroom or another teacher in the school)							
Special lunch with principal							
Special banquet with parents and staff							
“Executive dining room” privileges							
Special lunch with teachers/staff as “waiters”							
Special activity with teacher—reading a special story to selected students or class							
Taking an “internet” field trip							
Spelling/math/science bees							
Opportunity/time to listen to music in the class							
A special science experiment							
Opportunities to use arts and crafts materials/time in the classroom or on the computer (e.g., Kidspix)							
Earn a special class position (e.g., line leader, be excused to go home first)							
Help design and teach a special class lesson							
Help design and put up a special class/building bulletin board							
Help design and put on a special class play or social skills lesson							
Others:							

Developing a School-Wide Behavior Management and Incentive Matrix

Worksheet 1D: Intensity IV Behaviors

Grade Level _____

Directions: Below, write down the Intensity IV behaviors and responses, specified in the District's Code of Conduct.

Definition: Intensity IV (Severe or Dangerous) Behavior: Very severe behavior problems that are usually addressed in a District's Code of Conduct and that usually require some type of administrative action (like a student suspension from school).

District-Identified Intensity IV Behaviors

Administrative Responses Specified in the District Code of Conduct

NOTE WELL: An Administrative Response is generally neither a consequence nor an intervention in a technical sense. It is simply a response to help “stabilize” the situation or the school setting or environment, and/or a response that a School Board believes is appropriate for the infraction involved. In most cases the SPRINT process should immediately begin and run parallel to the Administrative Response (especially when a suspension or expulsion is involved) such that a functional assessment is completed and an intervention plan is ready for timely implementation (such as immediately upon the return of the student from a suspension).

Step 3—Final Integration and Representation of the Behavioral Matrix.

Below is a diagram that integrates all of the results of this Activity into a single representation of a Behavioral Matrix for a specific grade level. Take the results from Step 3 and put them into the correct areas of this diagram.

Once you are done, write a final summary of this process. In your summary, (a) describe the reactions of your teachers to the Behavioral Matrix process and forms, (b) discuss the advantages of developing and using the Behavioral Matrix at specific grade levels and across a school for both teachers and staff, and (c) explain how the Matrix adds to the strength of a Positive Behavioral Support System and school-wide approach to consistent discipline and behavior management.

Grade:

Expected Classroom Behavior:

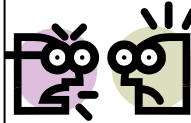
Incentives and Rewards:



Intensity 1 (Annoying) Offenses:

Corrective Responses:

Stop and Think prompt, Non-verbal prompt (Increasing/ Decreasing Volume on CD), Verbal Warning (on PA), Informing Student of Potential Loss of Points or Privileges, Move Student to Another Seat Next Ride

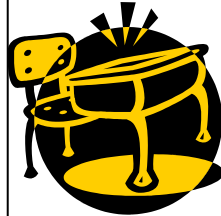


Intensity 2 (Disruptive) Offenses:

Continuing Intensity 1 Behaviors OR

Consequences:

Corrective Response AND a Consequence such as



Intensity 3 (Defiant) Offenses:

Continuing Intensity 2 Behaviors OR

Consequences:



Intensity 4 (Dangerous) Offenses: Administrative Response:

Continuing Intensity 3 Behaviors OR

District/School Code of Conduct

Offense:

Summary of the Development of the Behavioral Matrix