



Module 3 Application

Behavioral Matrix Summary Worksheets and Mock Data and Level IV Intensity

This document contains 4 sets of mock data in completed Behavioral Matrix Summary Worksheets.

Behavioral Matrix Summary Worksheet #1

Worksheet 1A: Intensity I Behaviors

Grade Level 4

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

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

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

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

Rocking, tilting, falling out of seat

Student needs to apologize to teacher/class

Calling/Shouting/blurting out answers

Loss of recess time to make up for lost classroom time

Creating Safe and Supportive Learning Environments

Not following directions

Student needs to write an action/remediation plan

X Teasing

Teacher ends activity for the student; makes him/her watch the other students until they have completed their activity

Tattling

Teacher calls home with student from the classroom

Name-calling

Note sent home with parent signature required

X Talking to neighbors/others without permission

Others:

Distracting Others

X 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:

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

Worksheet 1B: Intensity II Behaviors

Grade Level 4

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 | <input checked="" type="checkbox"/> Move the student to another seat in the classroom |
| Arguing with the teacher/Talking back | Loss of the opportunity to earn reinforcement tickets |
| Poor attitude/rudeness | <input checked="" type="checkbox"/> Loss of extra privileges |
| <input checked="" type="checkbox"/> Talking to neighbors/others without permission | Loss of reinforcement tickets |
| <input checked="" type="checkbox"/> Chronic socializing with peers | <input checked="" type="checkbox"/> Loss of free time (on a graduated scale) |
| Inappropriate language (e.g., racial, sexual) | Write in discipline log/book |
| Inappropriate hand gestures | Loss of recess time |
| Staring/Non-verbally intimidate another student | Student needs to write an action/remediation plan |
| Leaving seat without permission | Student needs to model the appropriate behavior |

Creating Safe and Supportive Learning Environments

| | |
|---|--|
| Not being in a designated or specified area | Student needs to repair or replace damaged items |
| Running in class | Teacher ends activity for the student; makes him/her watch the other students until they have completed their activity |
| X Talking out of turn | X Letter to parent – written by the student |
| X Inappropriate tone or volume of voice | X Notes home written by the teacher |
| Non-speech noises that disrupt the class | Time-out in class |
| Rocking, tilting, falling out of seat | X Detention |
| X Calling/Shouting/blurting out answers | X Phone contact with parent |
| X Teasing | Parent/teacher conference |
| Tattling | X Parent/student/teacher conference |
| Name-calling | |
| Distracting Others | |
| Pushing/Poking-- Hands inappropriately on another student | |
| Inappropriate physical contact—no injuries | |
| Horseplay/Play fighting | |

Worksheet 1B: Intensity II Behaviors/Page 2

Grade Level 4

Inappropriate Intensity II Behaviors

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

- X** 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:

Worksheet 1C: Intensity III Behaviors

Grade Level 4

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

| | |
|---|--|
| X Not following directions/Significant defiance | Loss of recess time |
| Inappropriate language (e.g., racial, sexual) | X Student writes an action/remediation plan |
| Swearing | Student needs to apologize/make amends |
| Throwing furniture/dangerous materials | X Student needs to model the appropriate behavior where the infraction occurred |
| Hazardous behaviors/safety issues | Student needs to model the appropriate behavior with the individuals who were involved |
| X Bullying/Verbally threatening behavior | Student needs to repair or replace damaged property and/or items |
| Taunting | Letter to parent – written by the student |

Creating Safe and Supportive Learning Environments

| | |
|--|---|
| Physically threatening behavior | X Note home written by the administrator and the teacher |
| Physical aggression/fighting with intent to cause bodily harm | X After-school Detention |
| Stealing | Phone contact with parent |
| Sexually inappropriate behavior (e.g., touching/showing private parts) | Parent/teacher conference |
| Sexual harassment | X Parent/student/teacher conference |
| Spitting (on floor or others) | X In-school suspension |
| Vandalism | Out-of-school suspension |
| Cheating | |
| Others: | Others: |

Worksheet 2A: Expected Behavior--Classroom

Grade Level 4

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:

X Demonstrating good listening

X Following directions quickly and the first time.

X Beginning work promptly.

X Working quietly—completing work without disturbing others.

X Focusing on and completing work in a timely way.

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

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

X Waiting to be called on to speak.

Ignoring distractions successfully and consistently..

Bringing all needed materials to school each day.

X Walking safely.

X Staying appropriately in your own space

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

X Talking with others positively and supportively.

Ignoring distractions.

Accepting consequences quickly and appropriately.

X Apologizing appropriately.

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

X Treating others’ personal property with respect.

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

Creating Safe and Supportive Learning Environments

X Being kind to others.

X Cooperating with others.

X Sharing with others.

Joining others appropriately.

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

X Treating others with dignity and respect

Discussing disagreements in a calm manner.

Taking responsibility for your own actions and statements.

X Telling the truth.

Responding appropriately to Teasing, Rejection, Being excluded

Responding appropriately to Losing

X 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.

X Being a good leader and a good follower.

ADDITIONAL EXPECTATIONS ADDED BY THE TEACHER:

Worksheet 2B: Positive Responses, Incentives, Reinforcers

Grade Level 4

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 **X**
- Positive phone calls or notes home **x**
- Positive notes to students, in their mailboxes, in their classroom planners
- Lottery
- Treasure box – daily, modulely
- 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 **x**
- Letting the class have five minutes at the end of the class period as free time **x**
- 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 modulely 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:

Behavioral Matrix Summary Worksheet #2

Worksheet 1A: Intensity I Behaviors

Grade Level 4

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Inappropriate Intensity I Behaviors

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

Passive off-task behavior (e.g., head on desk, staring out the window)
X Not listening/not paying attention
Leaving seat without permission
Not being in a designated or specified area
Running in class
X Talking out of turn
Non-speech noises that disrupt the class

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

Rocking, tilting, falling out of seat

Student needs to apologize to teacher/class

X Calling/Shouting/blurting out answers

Loss of recess time to make up for lost classroom time

Not following directions

Student needs to write an action/remediation plan

X Teasing

Teacher ends activity for the student; makes him/her watch the other students until they have completed their activity

Tattling

Teacher calls home with student from the classroom

Name-calling

Note sent home with parent signature required

X Talking to neighbors/others without permission

Others:

X Distracting Others

X Teasing/pestering

Touching things that don't belong to the student

Pushing/Poking-- Hands inappropriately on another student

X Poor attitude/rudeness

Inappropriate tone or volume of voice

Horseplay/Play fighting

Swearing

Lying

Others:

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

Worksheet 1B: Intensity II Behaviors

Grade Level 4

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.

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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 | X Move the student to another seat in the classroom |
| Arguing with the teacher/Talking back | Loss of the opportunity to earn reinforcement tickets |
| X Poor attitude/rudeness | X Loss of extra privileges |
| X Talking to neighbors/others without permission | Loss of reinforcement tickets |
| X Chronic socializing with peers | X Loss of free time (on a graduated scale) |
| Inappropriate language (e.g., racial, sexual) | Write in discipline log/book |
| Inappropriate hand gestures | Loss of recess time |
| Staring/Non-verbally intimidate another student | Student needs to write an action/remediation plan |
| Leaving seat without permission | Student needs to model the appropriate behavior |
| Not being in a designated or specified area | Student needs to repair or replace damaged |

Creating Safe and Supportive Learning Environments

| | items |
|---|--|
| Running in class | Teacher ends activity for the student; makes him/her watch the other students until they have completed their activity |
| X Talking out of turn | X Letter to parent – written by the student |
| X Inappropriate tone or volume of voice | X Notes home written by the teacher |
| Non-speech noises that disrupt the class | Time-out in class |
| Rocking, tilting, falling out of seat | Detention |
| X Calling/Shouting/blurting out answers | X Phone contact with parent |
| X Teasing | Parent/teacher conference |
| Tattling | X Parent/student/teacher conference |
| Name-calling | |
| X Distracting Others | |
| Pushing/Poking-- Hands inappropriately on another student | |
| Inappropriate physical contact—no injuries | |
| Horseplay/Play fighting | |

Worksheet 1B: Intensity II Behaviors/Page 2

Grade Level 4

Inappropriate Intensity II Behaviors

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

- X** 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:

Worksheet 1C: Intensity III Behaviors

Grade Level 4

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.

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Inappropriate Intensity III Behaviors

Consequences Desired from the Administrator or In-School Suspension Placement

Continued or more intense Intensity II behaviors

| | |
|---|--|
| <input checked="" type="checkbox"/> Not following directions/Significant defiance | Loss of recess time |
| Inappropriate language (e.g., racial, sexual) | Student writes an action/remediation plan |
| Swearing | Student needs to apologize/make amends |
| Throwing furniture/dangerous materials | Student needs to model the appropriate behavior where the infraction occurred |
| Hazardous behaviors/safety issues | Student needs to model the appropriate behavior with the individuals who were involved |
| <input checked="" type="checkbox"/> Bullying/Verbally threatening behavior | Student needs to repair or replace damaged property and/or items |
| <input checked="" type="checkbox"/> Taunting | Letter to parent – written by the student |

Creating Safe and Supportive Learning Environments

| | |
|--|---|
| Physically threatening behavior | X Note home written by the administrator and the teacher |
| Physical aggression/fighting with intent to cause bodily harm | After-school Detention |
| Stealing | Phone contact with parent |
| Sexually inappropriate behavior (e.g., touching/showing private parts) | Parent/teacher conference |
| Sexual harassment | X Parent/student/teacher conference |
| Spitting (on floor or others) | X In-school suspension |
| Vandalism | Out-of-school suspension |
| Cheating | |
| Others: | Others: |

Worksheet 2A: Expected Behavior--Classroom

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- X Making requests politely or Asking for Help when needed in a nice way
- X Waiting to be called on to speak.
- X Ignoring distractions successfully and consistently..
- X Bringing all needed materials to school each day.
- X Walking safely.
- X Staying appropriately in your own space
- X Using an appropriate tone, volume, and pitch of voice.
- X Talking with others positively and supportively.
- Ignoring distractions.
- X Accepting consequences quickly and appropriately.
- X Apologizing appropriately.
- X Treating classroom furniture, books, and other materials with respect.
- X Treating others’ personal property with respect.
- X Asking adults for help to solve serious problems or stay safe.

Creating Safe and Supportive Learning Environments

- X Being kind to others.
 - X Cooperating with others.
 - X Sharing with others.
 - X Joining others appropriately.
 - X Being aware of your own feelings and the feelings of others.
 - X Treating others with dignity and respect
- Discussing disagreements in a calm manner.
- X Taking responsibility for your own actions and statements.
 - X 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.

- X Starting and finishing a conversation appropriately.

- X 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:

Worksheet 2B: Positive Responses, Incentives, Reinforcers

Grade Level 4

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.

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- T-shirts
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- “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 **X**
- Letting the class have five minutes at the end of the class period as free time **X**
- 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 **X**
- Recognition in front of the class (the principal, a school assembly)
- Whole-class “cheer” or applause
- Good behavior stamp daily for modulely 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:

Behavioral Matrix Summary Worksheet #3

Worksheet 1A: Intensity I Behaviors

Grade Level 4

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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

Rocking, tilting, falling out of seat

Student needs to apologize to teacher/class

Calling/Shouting/blurting out answers

Loss of recess time to make up for lost classroom time

Not following directions

Student needs to write an action/remediation plan

Teasing

Teacher ends activity for the student; makes him/her watch the other students until they have completed their activity

Tattling

Teacher calls home with student from the classroom

Name-calling

Note sent home with parent signature

required

X Talking to neighbors/others without permission

Others:

X 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:

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

Worksheet 1B: Intensity II Behaviors

Grade Level 4

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Inappropriate Intensity II Behaviors

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

Continued or more intense Intensity I behaviors

| | |
|---|---|
| <input checked="" type="checkbox"/> Not following directions/Passive or active defiance | <input checked="" type="checkbox"/> Move the student to another seat in the classroom |
| Arguing with the teacher/Talking back | Loss of the opportunity to earn reinforcement tickets |
| Poor attitude/rudeness | <input checked="" type="checkbox"/> Loss of extra privileges |
| <input checked="" type="checkbox"/> Talking to neighbors/others without permission | Loss of reinforcement tickets |
| Chronic socializing with peers | Loss of free time (on a graduated scale) |
| Inappropriate language (e.g., racial, sexual) | Write in discipline log/book |
| Inappropriate hand gestures | Loss of recess time |
| Staring/Non-verbally intimidate another student | Student needs to write an action/remediation plan |
| Leaving seat without permission | <input checked="" type="checkbox"/> Student needs to model the appropriate behavior |

Creating Safe and Supportive Learning Environments

| | |
|---|--|
| Not being in a designated or specified area | Student needs to repair or replace damaged items |
| Running in class | Teacher ends activity for the student; makes him/her watch the other students until they have completed their activity |
| X Talking out of turn | Letter to parent – written by the student |
| Inappropriate tone or volume of voice | Notes home written by the teacher |
| Non-speech noises that disrupt the class | Time-out in class |
| Rocking, tilting, falling out of seat | Detention |
| X Calling/Shouting/blurting out answers | X Phone contact with parent |
| Teasing | Parent/teacher conference |
| Tattling | X Parent/student/teacher conference |
| Name-calling | |
| X Distracting Others | |
| Pushing/Poking-- Hands inappropriately on another student | |
| Inappropriate physical contact—no injuries | |
| Horseplay/Play fighting | |

Worksheet 1B: Intensity II Behaviors/Page 2

Grade Level 4

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:

Worksheet 1C: Intensity III Behaviors

Grade Level 4

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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.

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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 | Loss of recess time |
| Inappropriate language (e.g., racial, sexual) | Student writes an action/remediation plan |
| Swearing | Student needs to apologize/make amends |
| Throwing furniture/dangerous materials | Student needs to model the appropriate behavior where the infraction occurred |
| Hazardous behaviors/safety issues | Student needs to model the appropriate behavior with the individuals who were involved |
| X Bullying/Verbally threatening behavior | Student needs to repair or replace damaged property and/or items |
| X Taunting | Letter to parent – written by the student |

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| | |
|--|---|
| Physically threatening behavior | X Note home written by the administrator and the teacher |
| Physical aggression/fighting with intent to cause bodily harm | X After-school Detention |
| Stealing | Phone contact with parent |
| Sexually inappropriate behavior (e.g., touching/showing private parts) | Parent/teacher conference |
| Sexual harassment | X Parent/student/teacher conference |
| Spitting (on floor or others) | X In-school suspension |
| Vandalism | Out-of-school suspension |
| Cheating | |
| Others: | Others: |

Worksheet 2A: Expected Behavior--Classroom

Grade Level 4

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.

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X Being kind to others.

X Cooperating with others.

X Sharing with others.

X Joining others appropriately.

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

X Treating others with dignity and respect

Discussing disagreements in a calm manner.

X Taking responsibility for your own actions and statements.

X 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.

X Starting and finishing a conversation appropriately.

X 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:

Worksheet 2B: Positive Responses, Incentives, Reinforcers

Grade Level 4

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 **X**
- Positive phone calls or notes home **X**
- Positive notes to students, in their mailboxes, in their classroom planners **X**
- Lottery
- Treasure box – daily, modulely **X**
- Bumper Stickers
- Award Certificates/Badges
- T-shirts **X**
- 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 **X**
- Letting the class have five minutes at the end of the class period as free time **X**
- Letting the student visit the principal for a special treat or reward **X**
- 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 **X**
- Recognition in front of the class (the principal, a school assembly)
- Whole-class “cheer” or applause
- Good behavior stamp daily for modulely 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:

Behavioral Matrix Summary Worksheet #4

Worksheet 1A: Intensity I Behaviors

Grade Level 4

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

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

X Passive off-task behavior (e.g., head on

Teacher visual, non-verbal, or physical prompt

desk, staring out the window)

X Not listening/not paying attention

Teacher proximity

X Leaving seat without permission

Teacher redirect

X Not being in a designated or specified area

Teacher warning

Running in class

Teacher puts name on the blackboard

X Talking out of turn

Teacher uses a “Stop & Think” prompt

Non-speech noises that disrupt the class

Student is moved to another seat in the classroom

Rocking, tilting, falling out of seat

Student needs to apologize to teacher/class

X Calling/Shouting/blurting out answers

Loss of recess time to make up for lost classroom time

Not following directions

Student needs to write an action/remediation plan

Teasing

Teacher ends activity for the student; makes him/her watch the other students until they have completed their activity

Tattling

Teacher calls home with student from the classroom

Name-calling

Note sent home with parent signature required

Talking to neighbors/others without permission

Others:

X 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:

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

Worksheet 1B: Intensity II Behaviors

Grade Level 4

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

| | |
|---|---|
| <input checked="" type="checkbox"/> Not following directions/Passive or active defiance | <input checked="" type="checkbox"/> Move the student to another seat in the classroom |
| Arguing with the teacher/Talking back | Loss of the opportunity to earn reinforcement tickets |
| Poor attitude/rudeness | <input checked="" type="checkbox"/> Loss of extra privileges |
| <input checked="" type="checkbox"/> Talking to neighbors/others without permission | Loss of reinforcement tickets |
| <input checked="" type="checkbox"/> Chronic socializing with peers | <input checked="" type="checkbox"/> Loss of free time (on a graduated scale) |
| Inappropriate language (e.g., racial, sexual) | Write in discipline log/book |
| Inappropriate hand gestures | Loss of recess time |
| Staring/Non-verbally intimidate another student | Student needs to write an action/remediation plan |
| <input checked="" type="checkbox"/> Leaving seat without permission | <input checked="" type="checkbox"/> Student needs to model the appropriate behavior |

Creating Safe and Supportive Learning Environments

| | |
|---|---|
| Not being in a designated or specified area | Student needs to repair or replace damaged items |
| Running in class | X Teacher ends activity for the student; makes him/her watch the other students until they have completed their activity |
| X Talking out of turn | X Letter to parent – written by the student |
| X Inappropriate tone or volume of voice | X Notes home written by the teacher |
| Non-speech noises that disrupt the class | Time-out in class |
| Rocking, tilting, falling out of seat | X Detention |
| X Calling/Shouting/blurting out answers | X Phone contact with parent |
| X Teasing | X Parent/teacher conference |
| Tattling | X Parent/student/teacher conference |
| Name-calling | |
| X Distracting Others | |
| Pushing/Poking-- Hands inappropriately on another student | |
| Inappropriate physical contact—no injuries | |
| Horseplay/Play fighting | |

Worksheet 1B: Intensity II Behaviors/Page 2

Grade Level 4

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:

Worksheet 1C: Intensity III Behaviors

Grade Level 4

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

| | |
|---|--|
| <input checked="" type="checkbox"/> Not following directions/Significant defiance | <input checked="" type="checkbox"/> Loss of recess time |
| Inappropriate language (e.g., racial, sexual) | <input checked="" type="checkbox"/> Student writes an action/remediation plan |
| Swearing | Student needs to apologize/make amends |
| Throwing furniture/dangerous materials | Student needs to model the appropriate behavior where the infraction occurred |
| Hazardous behaviors/safety issues | Student needs to model the appropriate behavior with the individuals who were involved |
| <input checked="" type="checkbox"/> Bullying/Verbally threatening behavior | Student needs to repair or replace damaged property and/or items |
| <input checked="" type="checkbox"/> Taunting | Letter to parent – written by the student |

Creating Safe and Supportive Learning Environments

X Physically threatening behavior

X 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

Others:

X Note home written by the administrator and the teacher

X After-school Detention

Phone contact with parent

X Parent/teacher conference

Parent/student/teacher conference

X In-school suspension

X Out-of-school suspension

Others:

Worksheet 2A: Expected Behavior--Classroom

Grade Level 4

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:

X 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.

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

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

X Waiting to be called on to speak.

Ignoring distractions successfully and consistently..

Bringing all needed materials to school each day.

X 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.

X Apologizing appropriately.

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

X Treating others’ personal property with respect.

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

Creating Safe and Supportive Learning Environments

X Being kind to others.

Cooperating with others.

Sharing with others.

Joining others appropriately.

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

X 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:

Worksheet 2B: Positive Responses, Incentives, Reinforcers

Grade Level 4

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

Others: