

RSPA-NW 1st & 2nd GRADES

Grade Level Behavioral Matrix

Expected Classroom Behavior	Incentives and Rewards
<ul style="list-style-type: none"> • Demonstrate good listening • Follow directions quickly and the first time • Work quietly—completing work on time, without disturbing others • Make requests politely/ask for help in a nice way • Wait to be called on to speak • Staying appropriately in your own space • Using an appropriate tone, volume and pitch of voice 	<p>Praise or compliments; positive phone calls or notes home; positive notes to students; treasure box; stickers; tickets for drawings, buying awards; treats; whole class “cheer” or applause; “no homework” certificate/pass; snack in the lunchroom; hugs/high fives; special lunch with teacher; special lunch with principal; giving students an additional responsibility or having him/her run an errand.</p>
Intensity 1: Annoying Offenses	Intensity 1: Corrective Responses
<ul style="list-style-type: none"> • Not listening/paying attention • Leaving seat without permission • Talking out of turn/Talking to others without permission • Defiance/Not following directions/Refusal to participate • Tattling/Teasing/Pestering others • Poor attitude/Rudeness • Distracting or Disruptive Behaviors 	<p>Use of physical proximity; social skills prompt; reinforcing other students’ appropriate behavior; give non-verbal cues to student</p>
Intensity 2: Disruptive or Interfering Behaviors	Intensity 2: Responses/Consequences
<ul style="list-style-type: none"> • Continuing Intensity 1 Behaviors OR • Arguing with teacher/talking back • Staring/attempting to non-verbally intimidate peers • Name-calling/Horseplay/Play fighting • Lying • Vandalism • Throwing/overturning furniture or dangerous materials 	<p>Move student to another seat in the classroom; loss of extra privileges; loss of free time; write in discipline log/book; loss of recess time; student needs to write an action/remediation plan; student must model the appropriate behavior; teacher ends the activity for the students and makes him/her watch the other students until they have completed their activity; letter to the parent—written by the student; notes home written by the teacher; time out in class; lunch detention; phone contact with parent; parent/teacher conference.</p>
Intensity 3: Persistent or Antisocial Behaviors	Intensity 3: Responses/Consequences
<ul style="list-style-type: none"> • Continuing Intensity 1 and/or 2 Behaviors OR • Not following directions/significant defiance • Bullying/Harassment/Verbally threatening behavior • Cheating • Inappropriate language (e.g., profanity, sexual, racial, etc.) • Physical aggression/fighting, with intent to cause bodily harm 	<p>Loss of recess time; student needs to write an action/remediation plan; student to model the appropriate behavior; notes home written by the teacher; time out in class; time out in another class; lunch detention; phone contact with parent; parent/teacher conference; parent/teacher/student conference; sent to office; in-school suspension; out-of-school suspension</p>
Intensity 4: Severe or Dangerous Behaviors	Intensity 4: Responses/Consequences
<ul style="list-style-type: none"> • Possessing replicas of guns • Defacing/Destruction of school property • Terroristic Threat 	<p>District Code of Conduct</p>