

# RSPA-NW 3<sup>rd</sup> – 5<sup>th</sup> GRADES

## Grade Level Behavioral Matrix

Expected Classroom Behavior	Incentives and Rewards
<ul style="list-style-type: none"> <li>• Demonstrate good listening</li> <li>• Follow directions quickly and the first time</li> <li>• Work quietly—completing work on time, without disturbing others</li> <li>• Make requests politely/ask for help in a nice way</li> <li>• Wait to be called on to speak</li> <li>• Staying appropriately in your own space</li> <li>• Staying aware of your own feelings and the feelings of others</li> </ul>	<p>Praise or compliments; positive phone calls or notes home; positive notes to students; treasure box; award certificates/badges; stickers; centers/play time; 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; letting the student visit the principal for a special treat/reward; letting the class have five minutes at the end of the class period as free time.</p>
Intensity 1: Annoying Offenses	Intensity 1: Corrective Responses
<ul style="list-style-type: none"> <li>• Leaving seat without permission</li> <li>• Talking out of turn</li> <li>• Distracting or Disruptive Behaviors</li> <li>• Teasing/Pestering others</li> <li>• Pushing/Poking – Hands inappropriately on another student</li> <li>• Poor attitude/Rudeness/Inappropriate tone or volume of voice</li> </ul>	<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"> <li>• <b>Continuing Intensity 1 Behaviors OR</b></li> <li>• Not following directions/Passive or active defiance</li> <li>• Arguing with teacher/talking back</li> <li>• Inappropriate language (e.g., racial, sexual, profanity)</li> <li>• Staring/attempting to non-verbally intimidate peers</li> <li>• Horseplay/Play-fighting</li> <li>• Lying</li> <li>• Vandalism</li> </ul>	<p>Move student to another seat; loss of opportunity to earn reinforcement tickets; write in discipline log/book; 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; 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"> <li>• <b>Continuing Intensity 1 and/or 2 Behaviors OR</b></li> <li>• Not following directions/significant defiance</li> <li>• Bullying/Harassment/Verbally threatening behavior</li> <li>• Physical aggression/fighting, with intent to cause bodily harm</li> <li>• Stealing</li> <li>• Spitting</li> <li>• Cheating</li> </ul>	<p>Student needs to write an action/remediation plan; student needs to model the appropriate behavior; notes home written by the teacher; letter to parent – written by the student; notes home written by the teacher; time out in class; time out in another class; 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"> <li>• Possessing replicas of guns</li> <li>• Defacing/Destruction of school property</li> <li>• Terroristic Threat</li> </ul>	<p>District Code of Conduct</p>