

**Decreasing Disproportionate
Discipline Referrals Through a
Behavioral Accountability System
that Works**

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Presentation Preview

- The Importance of Student Self-Management
 - System, School, Staff, and Students
- A Brief School Discipline History
- Four New Studies on Disproportionate School Discipline
- School-wide Positive Behavioral Support Systems (PBSS): Components
- Developing and Implementing a Student Accountability/Staff Consistency Behavioral Matrix

Questions? Use the Question function or text 781.710.9633

The Ultimate Educational Goal

IS TO:

Maximize ALL Students' Academic Achievement and Social, Emotional, and Behavioral Development

From a Student Perspective...



A Definition of “Self-Management”

Self-Management involves:

A child or adolescent’s ability to:

- Be socially, emotionally, and behaviorally aware of themselves and others
- Demonstrate successful interpersonal, social problem solving, conflict prevention and resolution, and social-emotional coping and behavioral skills
- Effectively control their own emotions and behavior

Self-Management Realities

What We Know:

- Students must be taught S/E/B skills on a continuum
- Awareness does not translate into behavior without instruction
- Teach social problem-solving, conflict prevention and resolution skills from pre-K through high school



WHY... Is Social Competence and Self-Management Important in Schools?

- If Students Behave Appropriately, No One Thinks about Sending Them to the Principal's Office
- Contributes to Positive and Safe School and Classroom Climates
- Facilitates Academic Engagement and Achievement
- Essential to Cooperative and Project-based Learning
- Is the "Ultimate" Goal/Replacement Behavior for Challenging Student Interventions

Why is the Social, Emotional, and Behavioral Self-Management of Students Important?

Students with Social, Emotional, or Behavioral Problems

Have Not Learned, Mastered, or are Unable to Apply Appropriate Social, Emotional, or Behavioral Skills

These are **Skill Deficit Students**

Due to No Instruction, Poor Instruction, Inability to Learn, Learning at a Slower Pace than Peers

Solution: Instruction

Students with Disciplinary Problems

Have Learned and Mastered their Social, Emotional, or Behavioral Skills; They Choose Not to Demonstrate Them

These are **Performance or Motivation Deficit Students**

Due to Lack of Situational Motivation and/or Desire for Attention, Approval (from Peers), Control or Power, Revenge or Retribution

Solution: Motivational Strategies built into Discipline/Student Accountability Process

A Brief History of Contemporary School Discipline “Solutions”

- Pre-1972: School Exclusions, Expulsions, Suspensions, (Corporal) Punishments
- 1972— Mills v Bd. of Ed.: 14th Amendment Protects SWD from denial of education/expulsion from school due to disability
- 1975— 94-142/Special Education: FAPE, All Handicapped Children
- 1982— Joe Clark and Mass Student Suspensions
- Mid/Late 1980s— Reagan Zero Tolerance War on Drugs

A Brief History of Contemporary School Discipline “Solutions”

- 1990— IDEA Reauthorization: Discipline of SWD controversial
- 1994— Federal Gun-Free Schools Act (Zero Tolerance)
- 1997— IDEA Reauthorization: Stay-Put, Manifestation, FBA, BIP
- 1997— Jonesboro Shooting
- 1999— Columbine Shooting
- 2003— American Academy of Pediatrics: OSS/Expulsions only for “Most egregious circumstances”

A Brief History of Contemporary School Discipline “Solutions”

- 2004—IDEA Reauthorization—Non-Disability-Related Discipline Suspensions (Still with Services)
- 2008—American Psychological Association: “Zero Tolerance Fails”
- 2009-2010 OCR Data: Black Students 3½ more likely than White Students to be Suspended/Expelled for Discipline
- 2011—Texas Study: 50%+ 7th to 12th graders Suspended/Expelled at least once for Discipline
- 2014—Depts. of Education/Justice “Dear Colleague Letter on Nondiscriminatory Administration of School Discipline”

The Current Status of Disproportionate School Discipline Referrals: The Last Six Weeks

K-12 Education: Discipline Disparities for Black Students, Boys, and Students with Disabilities

U.S. Government Accountability Office (GAO), April 4, 2018

2015-16 Civil Rights Data Collection (CRDC); School Climate & Safety Report

U.S. Department of Education's Office for Civil Rights, April 24, 2018

The Current Status of Disproportionate School Discipline Referrals: The Last Six Weeks

Disabling Punishment: The Need for Remedies to the Disparate Loss of Instruction Experienced by Black Students with Disabilities

UCLA Civil Rights Project/Houston Institute for Race & Justice,
April 26, 2018

2018 AASA School Discipline Survey

AASA—School Superintendents' Association, May 2, 2018

2018 AASA School Discipline Survey

AASA—School Superintendents' Association, May 2, 2018

AASA surveyed 950 school leaders in 47 states on the impact of the 2014 “Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline”

- Only 16% of the district leaders surveyed said their district modified their school discipline policies and practices due to Letter
- Of these, 44% positive effects / 25% negative effects / 12% mixed

Concerns from Those with Negative Impacts:

- Inability to remove aggressive students in a class, which has led to a meaningful loss of instructional time for other students.
- Decreased morale of school personnel who unable to change bad behavior or spending considerable time trying to manage it.
- Has empowered students to misbehave since students no longer sent home.

2018 AASA School Discipline Survey

AASA—School Superintendents' Association, May 2, 2018

Other AASA Survey Results:

- Urban and large districts were more likely to adopt new discipline policies and practices because of the 2014 discipline guidance.
- 20% of district leaders confirmed that pressure from OCR, but not necessarily the guidance itself, led them to keep students in school who school staff would have preferred to remove.
- District leaders say OCR's method of investigating individual student complaints of discipline discrimination needs to be reformed.
- Previous 2013 Survey found that 56% had recently changed their discipline policies. Thus, it appears most districts made changes before the 2014 “Dear Colleague” letter.

K-12 Education: Discipline Disparities for Black Students, Boys, and Students with Disabilities

U.S. Government Accountability Office (GAO), April 4, 2018

Data Collected

- * GAO analyzed discipline data from nearly all public schools for school year 2013-14 from U.S. Department of Education's Civil Rights Data Collection data-base

- * Interviewed federal and state officials, as well as officials from a total of 5 districts and 19 schools in California, Georgia, Massachusetts, North Dakota, and Texas.

[Districts selected based on disparities in suspensions for Black students, boys, or students with disabilities, and diversity in size and location.]

K-12 Education: Discipline Disparities for Black Students, Boys, and Students with Disabilities

U.S. Government Accountability Office (GAO), April 4, 2018

Results

- * Black students, boys, and students with disabilities were disproportionately disciplined (e.g., suspensions and expulsions) in K-12 public schools.

- * These disparities were widespread and persisted regardless of the type of disciplinary action, level of school poverty, or type of public school attended.

- * For example, Black students accounted for 15.5% of all public school students, but represented about 39% of students suspended from school—an overrepresentation of about 23 percentage points.

K-12 Education: Discipline Disparities for Black Students, Boys, and Students with Disabilities

U.S. Government Accountability Office (GAO), April 4, 2018

Conclusions

* Educators working in the field are not surprised that so many of the national “efforts” to decrease disproportionate discipline referrals, suspensions, and expulsions over the past five-plus years have not worked.

This is because most of the efforts avoided the underlying student- and staff-focused reasons for disproportionate referrals and actions.

Representative Bobby Scott (VA): "The analysis shows that students of color suffer harsher discipline for lesser offenses than their white peers and that racial bias is a driver of discipline disparities."

2015-16 Civil Rights Data Collection (CRDC); School Climate & Safety Report

U.S. Department of Education's Office for Civil Rights, April 24, 2018

Data Collected

The CRDC: A comprehensive, interactive data-base of information maintained by the U.S. Departments of Education and Justice that comes from 17,300 public school districts, and 96,400 public schools and educational programs from across the country.

The U.S. Department of Education (and other Departments) runs different sets of data from the CRDC to generate different reports (e.g., the School Climate and Safety Report

Publicly accessible

2015-16 Civil Rights Data Collection (CRDC); School Climate & Safety Report

U.S. Department of Education's Office for Civil Rights, April 24, 2018

Results

Relative to disproportionality, the Report revealed that, while U.S. schools are suspending fewer students, African-American students continue to receive disproportionately more suspensions.

Indeed, while schools suspended 2.7 million students out of school in 2015-16 (roughly 100,000 fewer than in 2013-14), African-American boys made up 25% and African-American girls made up 14% of those suspensions, respectively. In addition, African-American students accounted for nearly a third of all students arrested at school or referred to law enforcement.

2015-16 Civil Rights Data Collection (CRDC); School Climate & Safety Report

U.S. Department of Education's Office for Civil Rights, April 24, 2018

Results

This is when African-American students only made up approximately 16% of the total student population (8% for African-American boys versus girls, respectively).

For Students with Disabilities (SWDs), 26% of them received at least one suspension during the 2015-16 school year, even though they represented only 12% of all students enrolled.

These suspension rates reflect the same gaps, for African-American and SWDs, as five years ago.

Disabling Punishment: The Need for Remedies to the Disparate Loss of Instruction Experienced by Black Students with Disabilities

UCLA Civil Rights Project/Houston Institute for Race & Justice, April 26, 2018

Data Collected

This Report analyzed the CRDC data-base of information maintained by the U.S. Departments of Education and Justice (previously discussed) regarding the amount of classroom time lost—due to office discipline referrals and, especially, suspensions—for SWDs from different racial groups, as well as for students without disabilities.

Disabling Punishment: The Need for Remedies to the Disparate Loss of Instruction Experienced by Black Students with Disabilities

UCLA Civil Rights Project/Houston Institute for Race & Justice, April 26, 2018

Results

The study found that, while SWDs of all races received higher rates of discipline than non-disabled students, there were significant gaps between African-American SWDs and white SWDs.

Specifically, in both the 2014-15 and 2015-16 school years, African-American SWDs lost roughly three times more instructional days due to disciplinary referrals, than their white SWD peers.

For example, during the 2015-16 school year, for every 100 students with special needs, African-American SWDs were out of the classroom due to school suspensions for 121 days on average as compared with 43 lost school days for white SWDs.

Disabling Punishment: The Need for Remedies to the Disparate Loss of Instruction Experienced by Black Students with Disabilities

UCLA Civil Rights Project/Houston Institute for Race & Justice, April 26, 2018

Implications from the Last Two Studies Together:

African-American and SWDs are disproportionately missing school—and needed academic instruction—when compared with students from other racial and cultural backgrounds.

Moreover, African-American SWDs are additionally missing disproportionately more time than their white SWD peers.

Conclusion. The strategies taken over at least the past 5 years have not appreciably changed the disproportionate referrals of male students, African-American students, and Students with Disabilities.

What are the “Lessons Learned” Relative to “Changing” Disproportionality

Flaw #1. Legislatures (and other “leaders”) tried to change practices through policies—for example, by no longer allowing specific (age) groups of students to be suspended for any misbehavior.

Flaw #2. State Departments of Education (and other “leaders”) promoted one-size-fits-all programs that were methodologically flawed or had not been validated through objective, scientific research.

Flaw #3. Districts and schools implemented disproportionality “solutions” (Frameworks) that targeted conceptual constructs rather than teaching social, emotional, and behavioral skills.

What are the “Lessons Learned” Relative to “Changing” Disproportionality

Flaw #4. Districts and Schools did not recognize that classroom management and teacher training, supervision, and evaluation are keys to decreasing disproportionality.

Flaw #5. Schools and Staff tried to motivate students to change their behavior when they have not learned, mastered, or could not apply the social, emotional, and behavioral skills needed to succeed.

Flaw #6. Districts, Schools, and Staff did not have the knowledge, skills, and resources needed to implement the multi-tiered (prevention, strategic intervention, intensive need/crisis management) social, emotional, and/or behavioral services, supports, and interventions needed by some students.

Why We’re Not Changing Disproportionality: We’re Not Addressing its Root Causes

- Gaps in Cultural Competence and Effective/Ongoing Conversations on Multi-cultural, Racial, Socioeconomic, and Disability Similarities and Differences (including bias and prejudice)
- The failure of educators to understand, accept, and vary their responses/approaches to students with discipline problems and students with behavioral problems
- Teacher Training Gaps in Classroom Discipline and Student Self-Management
- Teachers who are evaluated on academic instruction but not on classroom climate, relationships, and classroom management

Why We're Not Changing Disproportionality: We're Not Addressing its Root Causes

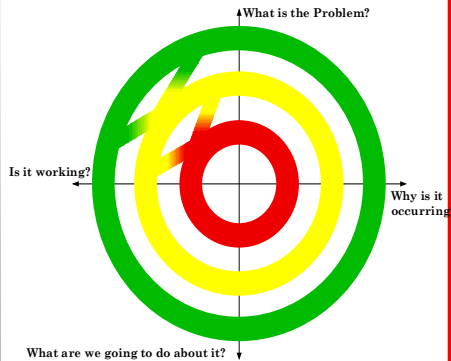
- District Codes of Conduct that (a) use behavioral constructs that are often undefined, (b) do not address the frequency or intensity of inappropriate behavior, and (c) focus only on deficit behaviors and exclusionary practices (rather than problem solving and interventions and supports)
- The absence of a district/school focus on students' social, emotional, and behavioral development, growth, and learning
- The lack of effective multi-tiered systems of support that focus on students' social, emotional, behavioral, and mental health outcomes

A Foundational Solution

An effective, well-staffed, well-resourced scientifically-based, multi-tiered system of services, supports, strategies, and interventions that focus on social, emotional, and behavioral skills, interactions, and self-management



Why is the Social, Emotional, and Behavioral Self-Management of Students Important?



At the Systems Level

At the School Level

At the Staff Level

At the Student Level

ESSA's Major Behavior-Related Outcomes

States are required to create statewide accountability systems:

- States and districts must describe how they will improve “school conditions for student learning” through reducing harassment and bullying, the overuse of discipline that removes students from classrooms, and the use of behavioral interventions that compromise student health and safety.

ESSA's Major Behavior-Related Outcomes

- Every year, states, districts, and schools must publish a report card reporting the rates of in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, chronic absenteeism, and incidences of violence, including bullying and harassment.

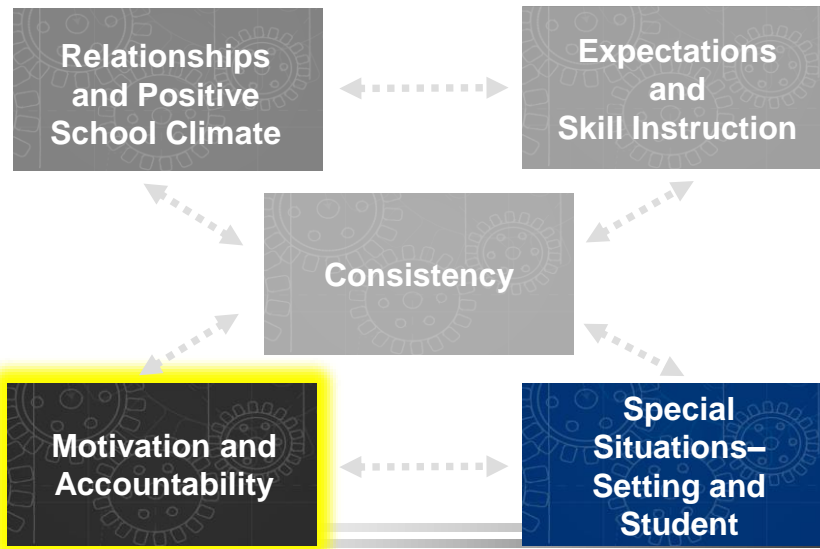


Self-Management's Important in the Classroom

- Facilitates academic engagement and achievement
- Essential to cooperative and project-based learning
- Inherent part of classroom management
- Supports positive, safe classroom climate
- The ultimate goal/replacement behavior for challenging student interventions



Motivate and Hold Students Accountable for Expected Behavior



The Behavioral Matrix: Reworking the Discipline Code, Rethinking Behavioral Accountability

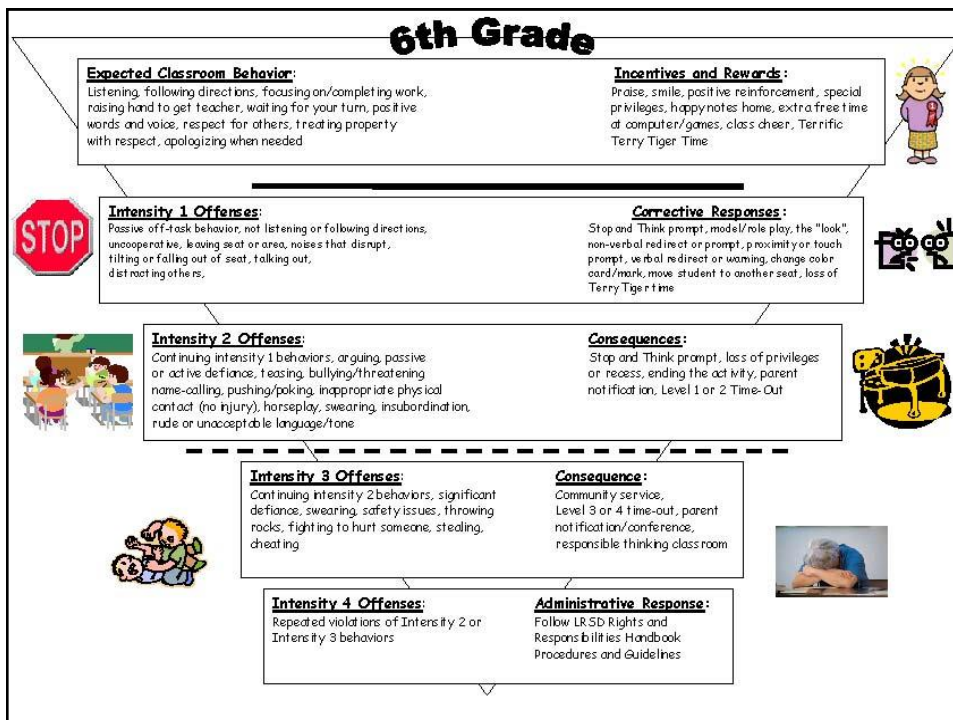
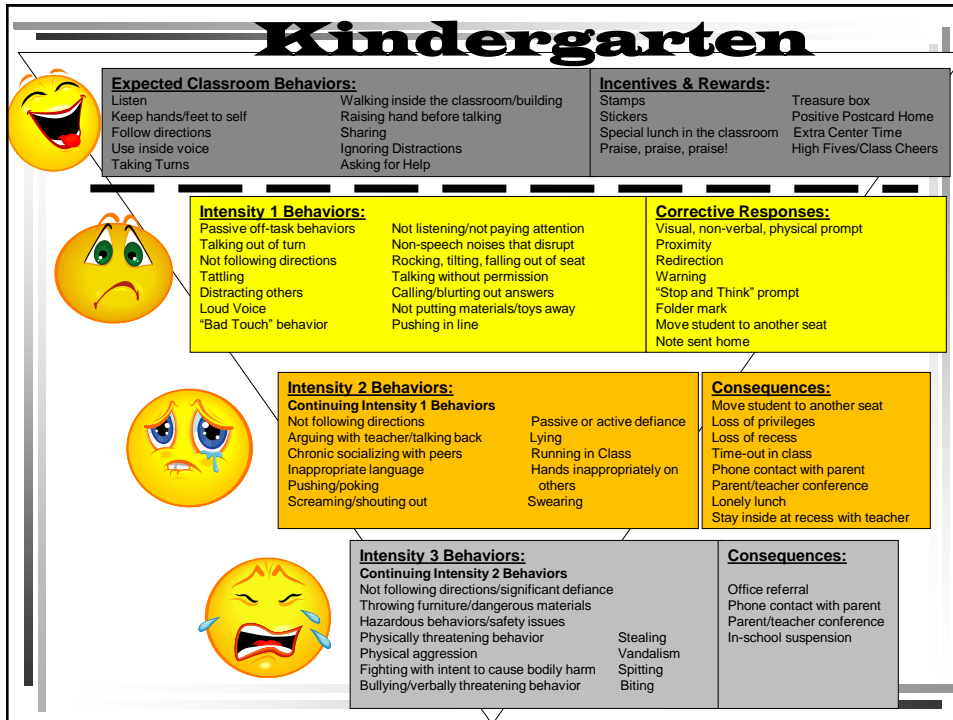
- The Behavioral Matrix represents a grade level team's system of behavioral standards and student accountability
- The Behavioral Matrix is a blueprint that provides structure, predictability, and (grade- and building-level) consistency to classroom management
- Over time and use, the Behavioral Matrix helps students and staff to internalize the behavioral standards, expectations, and responses needed for successful classroom and school interactions

The Components of a Behavioral Matrix

+	<ul style="list-style-type: none"> Identifies the specific behaviors expected of students in classroom and school settings Encourages positive responses, incentives, and rewards for students when they make good choices
-	<ul style="list-style-type: none"> Identifies specific inappropriate student behaviors along a continuum from annoying to dangerous Connects meaningful corrective responses, consequences, problem solving processes, interventions, and/or administrative responses to inappropriate behaviors along the continuum

The Components of a Behavioral Matrix

	<u>Expected Prosocial Behaviors</u>	<u>Responses</u>
+	Classroom and Common Areas of School	Positive Responses, Incentives, Rewards
	<u>Inappropriate, Challenging Behavior Continuum</u>	<u>Responses that Facilitate Behavioral Change</u>
	Intensity I: Annoying Behavior	Corrective Responses
-	Intensity II: Disruptive/Interfering	Classroom-based Consequences + Positive Behavioral Practice
	Intensity III: Persistent/Antisocial	Classroom Removal, Teacher/Administrator Consequences + Positive Behavioral Practice ***
	Intensity IV: Severe/Dangerous	Classroom Removal, Administrative/Code of Conduct Response + Restorative/Positive Practice ***
*** Evaluate the need for Functional Assessment/Strategic Intervention		



Developing the School-Wide Behavioral Matrix

The Process of Development:

- Phase 1: Grade or Cluster Levels
- Phase 2: Building Level Discipline Team
- Phase 3: Grade Level Check-off
(Student and Parent Involvement)
- Phase 4: Building Level Check-off
- Phase 5: Faculty Adoption
- Phase 6: School-wide Roll-out and
Implementation

The PBSS/School Climate/SEL School Discipline Committee

Building Principal/Administrator
Teacher from each Grade-level, Teaching Team,
and/or Teaching Cluster
Representative of "Specials" Teachers (Music, Art, PE,
Media, Computers)
Representative of Special Education Teachers
Representative of "Specials" Teachers
Representative to Paraprofessionals, Teacher Assistants,
Cafeteria/Playground Aides
Representative of Secretaries, Custodians, Cafeteria
Workers, Bus Drivers
Counselor
School Resource Officer
Representative to District Crisis Team
Others as Determined/Needed

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Developing the School-Wide Behavioral Matrix

Grade _____

Inappropriate Behaviors

Corrective Responses

Intensity I- Annoying Behaviors

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

Sample Intensity I Worksheet

Example: Grade 4/5 Intensity I Behaviors

Inappropriate 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 area
Talking out of turn
Making noises that disrupt the class
Distracting others
Calling/Shouting/blurting out answers
Not following directions

Corrective Responses

Teacher visual, non-verbal, or physical prompt
Teacher proximity
Teacher redirect
Teacher "Stop & Think" prompt
Teacher warning
Name on the blackboard
Moving student's seat
Student makes public apology
Loss of recess/privilege

Developing the School-Wide Behavioral Matrix

Grade _____

Inappropriate Behaviors

Classroom-based Consequences plus Positive Behavioral Practice

Intensity II- Classroom-based Disruptive/Interfering Behaviors

Behavior problems in the classroom that teachers handle with a directed consequence (loss of student points or privileges, a classroom time-out, a note or call home, completion by the student of a behavior action plan) followed by restitution and/or the positive practice of the expected/desired behavior.

Sample Intensity II Worksheet

Example: Grade 4/5 Intensity II Behaviors

Inappropriate Behaviors

Continued or more intense
Intensity I behaviors

Not following directions/Passive or active
Arguing with the teacher/Talking back
Poor attitude/rudeness
Talking to neighbors without permission
Chronic socializing with peers
Inappropriate language (e.g., racial,
sexual)
Inappropriate hand gestures
Staring/non-verbal intimidation
Leaving seat without permission
Not being in a designated or specified area

Consequences

Loss of opportunity to earn points
Loss of reinforcement tickets
Loss of extra privileges
Loss of free time (on a graduated scale)
Write name in discipline log/book
Student writes a remediation plan
Student needs to model appropriate
behavior
Student repairs/replaces damaged item
Letter to parent—written by student
Time-out: In-class, then out-of-class
Detention
Phone contact with parent
Conference with parent

Developing the School-Wide Behavioral Matrix

Grade _____

Inappropriate Behaviors

Classroom Removal with Teacher/ Administrator Consequences & Positive Behavioral Practice

Intensity III- Antisocial/Major Disruption Behaviors

Behavior problems in the classroom that are so significant or persistent that they require some type of out-of-classroom removal (e.g., a referral to the office or in-school suspension room), along with a teacher/administrative consequence, and restitution/positive practice.

When needed, systematic problem solving also should proceed to determine why the inappropriate behavior is occurring—followed by an instructional or intervention strategy or approach.

The Components of a Behavioral Matrix

+	<u>Expected Prosocial Behaviors</u>	<u>Responses</u>
	Classroom and Common Areas of School →	Positive Responses, Incentives, Rewards
-	<u>Inappropriate, Challenging Behavior Continuum</u>	<u>Responses that Facilitate Behavioral Change</u>
	Intensity I: Annoying Behavior →	Corrective Responses
	Intensity II: Disruptive/Interfering →	Classroom-based Consequences + Positive Behavioral Practice
	Intensity III: Persistent/Antisocial →	Classroom Removal, Teacher/Administrator Consequences + Positive Behavioral Practice ***
	Intensity IV: Severe/Dangerous →	Classroom Removal, Administrative/Code of Conduct Response + Restorative/Positive Practice ***

*** Evaluate the need for Functional Assessment/Strategic Intervention

Developing the School-Wide Behavioral Matrix

Grade _____

Inappropriate Behaviors

Administrative/Code of Conduct Response and Restorative/Positive Practice

Intensity IV- Severe/Dangerous Code of Conduct Behaviors

Very severe behavior problems that typically are addressed in a District's Code of Conduct and that usually require some type of student suspension from school.

Systematic problem solving also should proceed to determine why the inappropriate behavior is occurring—followed by an instructional or intervention strategy or approach.

Why is the Social, Emotional, and Behavioral Self-Management of Students Important?

Students with Social, Emotional, or Behavioral Problems

Have Not Learned, Mastered, or are Unable to Apply Appropriate Social, Emotional, or Behavioral Skills

These are **Skill Deficit Students**

Due to No Instruction, Poor Instruction, Inability to Learn, Learning at a Slower Pace than Peers

Solution: Instruction

Students with Disciplinary Problems

Have Learned and Mastered their Social, Emotional, or Behavioral Skills; They Choose Not to Demonstrate Them

These are **Performance or Motivation Deficit Students**

Due to Lack of Situational Motivation and/or Desire for Attention, Approval (from Peers), Control or Power, Revenge or Retribution

Solution: Motivational Strategies built into Discipline/Student Accountability Process

Who's on the MTSS Building-level Team???

Building Principal/Administrator
Curriculum/Academic Intervention Specialists
Behavioral/Behavior Management Specialists
Special Education Teachers
Counselor
School Psychologist
Social Worker
Speech Pathologist
School Nurse
School-based Mental Health Therapist
Teacher(s) bringing the Case

Developing the School-Wide Behavioral Matrix

Grade _____

Expected Behaviors

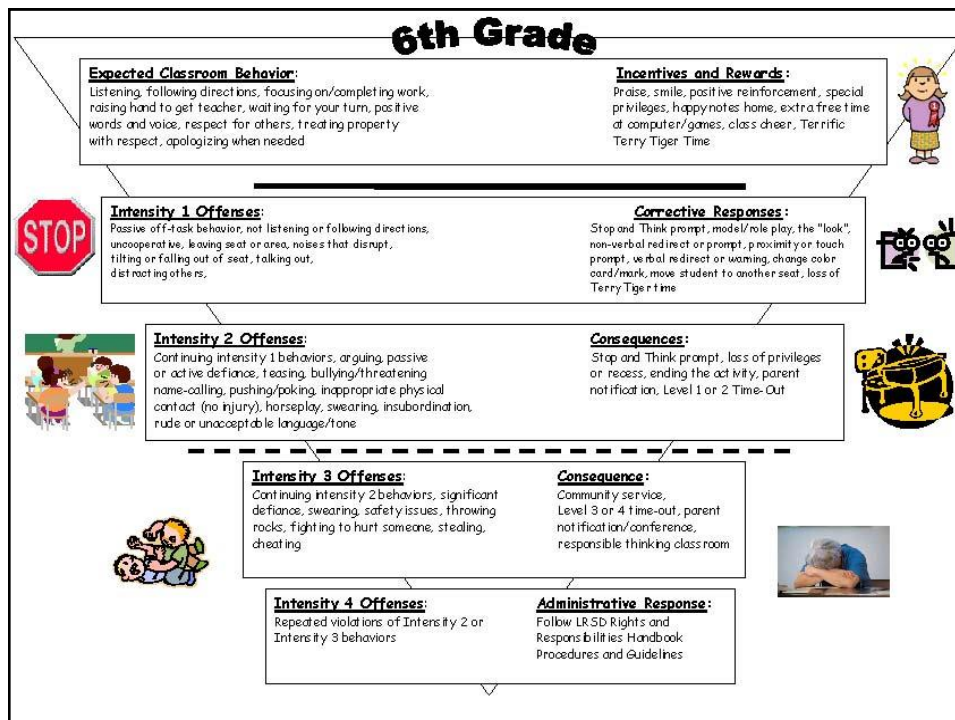
Positive Responses,
Incentives, and Reinforcers

Sources:

“Common Sense” Expectations

Social, Emotional, Behavioral Competencies/Skills

Replacement Behaviors that are the “opposite” of
Intensity I and II Inappropriate Behaviors



Ridpath Primary Behavior Matrix- Grades 1 and 2

Positive School Behaviors-

Demonstrating good listening
Following directions quickly and the first time
Focusing on and completing work in a timely way
Waiting to be called on to speak
Using an appropriate tone, volume, and pitch of voice
Talking with others positively and supportively
Accepting consequences quickly and appropriately
Apologizing appropriately
Treating personal, school and other's property with respect
Asking adults for help to solve serious problems or stay safe
Being kind to others
Cooperating and Sharing with others
Treating others with dignity and respect
Taking responsibility for your own actions and statements
Telling the truth Dealing appropriately with peer pressure

School-wide Incentives for Positive Behaviors-

Praise or compliments
Positive phone calls or notes home
Positive notes on papers
Special recognition in school or classroom newsletters
WOW awards
Positive visit to the Principal
Positive postcards home
Opportunities to help Hugs, "high fives," applause, pats on the Back

Ridpath Primary Behavior Matrix- Grades 1 and 2

Inappropriate Behaviors- Level 1

Passive off-task behavior
Not listening/Not paying attention
Talking out of turn/ Shouting out/
Making noises
Rocking, tilting, falling out of seat
Not following directions
Talking to neighbors without permission/Distracting others
Poor attitude/ rudeness/
inappropriate tone or volume of voice
Teasing or Tattling

Corrective Responses- Level 1 (Organized along a Continuum)

Teacher visual, non-verbal, or physical prompt
Teacher proximity
Teacher redirect
Teacher warning
Teacher "Stop & Think" prompt
Move student to another seat in the class
Student needs to apologize to teacher/class
Loss of recess time
Student needs to write an action plan
Teacher ends activity for the student-
student watches others complete tasks
Note sent home

Ridpath Primary Behavior Matrix- Grades 1 and 2

Inappropriate Behaviors- Level II

Continued or more intense Level I Behaviors

Not following directions/ Passive or
active defiance
Continued talking/socializing with
peers
Staring at peer/ Bullying/Threatening
other students
Distracting Others/ Hands in other's
area/ Pushing or Poking others
Not telling the truth
Taking other's property
Continued talking out/Shouting out
Cheating

Consequences- Level II

Move the student to another seat in
the classroom
Loss of privileges
Loss of recess time
Student needs to model the
appropriate behavior
Teacher ends activity for the
student- student watches others
complete activity
Letter home to parent
Phone call home
Student/Teacher Conference
Time out-- Level I or II

Ridpath Primary Behavior Matrix- Grades 1 and 2

Inappropriate Behavior- Level III

Continued or more intense Level II Behaviors

Not following directions
Significant defiance/Arguing with
teacher
Inappropriate language
Bullying/Verbally or Physically
threatening
Stealing
Lying
Harassment
Throwing things/ Dangerous behavior
Spitting
Destroying school property

Consequences- Level III

Send to office
Loss of recess
Student writes action plan with
Principal or Counselor
Community Service/Student pays for
or replaces damaged items
Student writes letter to parent
Detention/ Time out in Office
Phone contact with parent
Parent/Student/Teacher/Principal/
Counselor Conference
In-school suspension
Out-of-school suspension

Developing the School-Wide Behavioral Matrix

The Process of Development:

- Phase 1: Grade or Cluster Levels
- Phase 2: Building Level Discipline Team
(Cross-Grade Check-off;
Common School Areas)**
- Phase 3: Grade Level Check-off
(Student and Parent Involvement)
- Phase 4: Building Level Check-off
- Phase 5: Faculty Adoption
- Phase 6: School-wide Roll-out and Implementation

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Extending the Behavioral Matrix...

. . . To Common Areas of the School

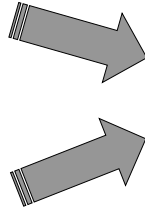


Developing the School-Wide Behavioral Matrix (from Yesterday)

School-Wide

Expectations:

Hallway
Bathroom
Buses
Playground
Cafeteria
Courtyards
Auditorium
Study Halls
Library/Media Center
Computer/Tech Rooms
Entering/Leaving Building



Responses:

Positive Responses,
Incentives, Rewards

Corrective Responses,
Consequences

Preparing for Common School Area Instruction and Accountability

Hallway Phases

- Lining up and/or exiting the classroom or other setting
- Walking down the hallway and interacting with peers or staff
- Entering the next classroom or setting.

Bathroom Phases

- Lining up and/or entering the bathroom;
- Using the facilities;
- Washing and drying hands, and throwing away towels (if needed)
- Exiting the bathroom and returning to class or another setting.

Behavioral Expectations: Hallway

Hallway

Eyes forward
Hands by your side
Mouth quiet
Walk to the right
Watch your space



Behavioral Expectations: Bathroom

Bathroom

Enter/Walk on the left
One at a time at a stall or urinal/
Flush once when done
Mouth quiet
Keep your space/
Respect others' privacy
Wash your hands/One towel. . .
in the trash





Teasing, taunting, bullying and harassment occur most often in common areas of the school. Need to train, motivate, and hold students (peer groups) for accountable behavior here.

The School-Wide Behavioral Matrix

Where do Teasing, Taunting, Bullying, Harassment, Hazing, and Physical Aggression Fit into your Matrix?

Level II: Disruptive/Interfering Behavior

Level III: Persistent/Antisocial Behavior

Level IV: Severe/Dangerous Behavior

Teasing

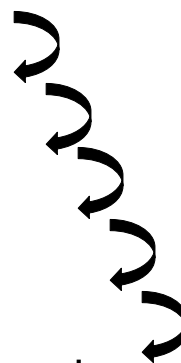
Taunting

Bullying

Harassment

Hazing

Physical Aggression



Developing the School-Wide Behavioral Matrix

The Process of Development:

- Phase 1: Grade or Cluster Levels
- Phase 2: Building Level Discipline Team
- Phase 3: Grade Level Check-off
(Student and Parent Involvement)**
- Phase 4: Building Level Check-off**
- Phase 5: Faculty Adoption**
- Phase 6: School-wide Roll-out and
Implementation**

The Behavioral Matrix: From Paper to Practice

- ✓ Involve Students and Parents
- ✓ Put the Matrix in Student/Parent Handbook
- ✓ Roll Out the Matrix
- ✓ Teach Students the Necessary “Expectations, Behaviors, and Prompts”
- ✓ Make the Matrix Public and Present: On Posters, in Binders, by Teachers
- ✓ Discuss the Matrix Continuously with Parents (e.g., Parent Nights, Monthly Principal communiqués)
- ✓ Use the Matrix to Track and Identify Students’ Behavioral Success

Advantages of a Behavioral Matrix

- ❖ Codifies Grade level and School Behavioral Standards and Expectations
- ❖ Identifies/Defines and Covers the Spectrum of Appropriate and Inappropriate Behavior
- ❖ Provides a Consistent, Evidence-based “Roadmap” of Responses that Reinforce or Change Student Behavior
- ❖ Created by Grade-level Faculty: Enhances Staff Buy-In and Consistency
- ❖ Taught to Students– Holds them Accountability
- ❖ Reinforces Student Accountability to Teachers; Decreases Inappropriate Office Discipline Referrals

School Discipline, Classroom Management, and Student Self-Management: A PBS Implementation Guide

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