

RSPA-NW KINDERGARTEN

Grade Level Behavioral Matrix

Expected Classroom Behavior	Incentives and Rewards
<ul style="list-style-type: none"> • Bring all needed materials to school each day • Demonstrate good listening • Make requests politely/ask for help in a nice way • Wait to be called on to speak • Tell the truth • Walk safely • Be a good leader and a good follower 	Praise or compliments; Positive phone calls or notes home; treasure box; stickers; give students additional responsibility; centers/play time; treats; whole class “cheer” or applause; extra recess, free time, free reading time/ free computer time, free game time; rewards/written feedback; snack in the lunchroom; hugs/high fives; special lunch with teacher; special lunch with principal; earn a special position (e.g., line leader)
Intensity 1: Annoying Offenses	Intensity 1: Corrective Responses
<ul style="list-style-type: none"> • Not listening/paying attention • Leaving seat without permission • Defiance/Not following directions/Refusal to participate • Tattling • Distracting or Disruptive Behaviors 	Use of physical proximity; social skills prompt; reinforcing other students’ appropriate behavior; give non-verbal cues to student
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 • Poor attitude, rudeness, disrespect • Non-speech noises that interrupt class • Lying • Leaving class/school grounds without permission 	Move student to another seat in the classroom; loss of privileges; loss of recess time; 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; notes home written by the teacher; time out in class; lunch detention; phone contact with parent; parent/teacher conference.
Intensity 3: Persistent or Antisocial Behaviors	Intensity 3: Responses/Consequences
<ul style="list-style-type: none"> • Continuing Intensity 1 and/or 2 Behaviors OR • Disruptive behavior • Inappropriate language (e.g., profanity, sexual, racial, etc.) • Physical aggression/fighting, with intent to cause bodily harm • Harassment/Threatening behavior/Bullying 	Loss of recess time; student to model the appropriate behavior; notes home written by the teacher; time out in class; phone contact with parent; parent/teacher conference; parent/teacher/student conference; sent to office; in-school suspension; out-of-school suspension
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 	District Code of Conduct