

***Zero Tolerance versus Positive Behavioral  
Supports: An Effective School-Wide  
Accountability System for Student Behavior***

**Increasing Equity and Decreasing  
Disproportionality**

**A Project ACHIEVE Component**

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# **The Challenge:**

**National Statistics show that  
Minorities are Consistently and  
Disproportionately Disciplined and  
Suspended from School over other  
Students**



# Hypothesized Reasons:

1. Cultural differences and “disconnects” between some (minority) students and the anglo school culture relative to teaching, observing, and reinforcing their interpersonal behavior.
2. A lack of explicit behavioral standards that are consistently implemented in schools.
3. A reactive, Zero tolerance approach to discipline rather than a proactive educative and corrective PBS approach.



# **Project ACHIEVE**

**An Evidence-Based National Model Prevention  
Program through the**

**U.S. Department of Health & Human Service's  
Substance Abuse and Mental Health Services  
Administration (SAMHSA)**

**and**

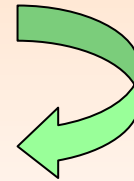
**U.S. Department of Justice's Office of Juvenile  
Justice and Delinquency Prevention (OJJDP)**

# The “Core” of the Positive Behavioral Self-Management System

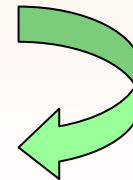
**Skill**



**Accountability**



**Consistency**



**Special Situations**



# The Core” of the Positive Behavioral Self-Management System

## **Skill**

### **The Stop & Think Social Skills**

Interpersonal, Problem-Solving, and  
Conflict Resolution Skills  
Classroom/Building Routines

## **Accountability**

### **The Behavioral Matrix**

Grade-Level Classroom Expectations  
Building and Common Area Expectations

### **The Educative Time-Out Process**

## **Consistency**

**Skills, Accountability, Staff,  
Students, Parents**

**Special Situations-Setting and Student**

# Presentation Focus:

- ❖ Describe how schools can develop and implement a “Behavioral Matrix”
- ❖ The “Behavioral Matrix” is an explicit accountability document that:
  - Specifies the expected behavior for students in the classroom and across the common areas of the school
  - Organizes inappropriate behavior into “Intensity levels”-- providing research-based responses that help to decrease or eliminate inappropriate behavior while prompting, reinforcing, increasing, and sustaining appropriate behavior



# Presentation Focus:

- ❖ The “Behavioral Matrix” helps school staff to:
  - Evaluate students’ behavior against a set of explicit behavioral standards, decreasing or eliminating biased, arbitrary, and/or capricious responses or reactions, while holding students accountable for their own behavior
  - Consistently respond to ALL students’ behavior in a productive, strategic, and educative way
  - Collect data and objectively evaluate students’ behavioral progress, thereby identifying students who are not responding to the PBSS and who may need formal functional assessment leading to strategic interventions

# Characteristics of an Effective Behavior Management Program

## Accountability- I

- \* Everyone Believes that Every Student is Every Adult's Responsibility
- \* Staff Use Problem-Solving to Address Challenging Behavior--  
In this context, They Assess Student Assets as well as Deficits
- \* Every Student in the School Experiences 5 Positive Interactions for Every Negative Interaction
- \* Teachers Encourage Self-Management through Effective Teaching/Modeling to Social Skill Teaching/Prompting to Strategic Interventions (Time-out, Response Cost, Overcorrection, Group Procedures) to Intensive Interventions (Progressive Relaxation, Anger Management)



# Characteristics of an Effective Behavior Management Program

## Accountability- II

- \* When Implementing Interventions, Teachers/Staff are willing to Tolerate some Negative Behavior as long as it Decreases Over Time
- \* When Developmentally Appropriate, Teachers/Staff are willing to give the Peer Group some Responsibility for Monitoring its Members
- \* Peer Group Members are Trained in the Use of Ignoring, Positive Reinforcement, and Modeling Prosocial Behavior
- \* Teachers/Staff are Willing and Facilitate the Transfer of Behavior and Expectations to Home and Parents

# Characteristics of an Effective Behavior Management Program

## Accountability- III

**Need:** A Grade- and Student-Level Accountability Matrix that—

- \* Identifies specific behavioral expectations of students in classroom and school settings
- \* Encourages positive responses, incentives, and rewards for students when they make good choices
- \* Identifies specific inappropriate student behaviors along a continuum from annoying to dangerous
- \* Connects meaningful negative or corrective responses, consequences, and needed interventions to this continuum

# Organization to the Behavioral Matrix

## Expected, Prosocial Behaviors

## Positive Responses, Incentives, Rewards

Classroom  
Common Areas of the School

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## Inappropriate, Challenging Behaviors

Level I: Annoying Behavior

Corrective Responses

Level II: Disruptive/Interfering Behavior

Corrective Responses plus Consequences

Level III: Persistent/Antisocial Behavior

Consequences plus Interventions

Level IV: Severe/Dangerous Behavior

Administrative Response plus Wrap-around Interventions



# **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**

# 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 or intervention (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

Corrective Responses plus Consequences

## Intensity II- Disruptive or Interfering Behaviors

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).

# 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

Consequences plus Interventions

## Intensity III- Persistent or Antisocial Behaviors

**Behavior problems in the classroom that are so significant or so persistent that they require some type of out-of-classroom intervention (e.g., a referral to the office or in-school suspension room) and some type of systematic problem solving and classroom-based intervention after the out-of-classroom consequence.**

# Developing the School-Wide Behavioral Matrix

Grade \_\_\_\_\_

Inappropriate Behaviors

Administrative Response and  
Wrap-Around Interventions

## Intensity IV- Severe or Dangerous Behaviors

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

# Developing the School-Wide Behavioral Matrix

Grade \_\_\_\_\_

Expected Behaviors

Positive Responses, Incentives, and Reinforcers

Sources:

Social Skills

Replacement Behaviors from Identified Problem Behaviors

“Common Sense” Expectations



# **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**



# Developing the School-Wide Behavioral Matrix

## All Grades

Expectations—In the Hallway	Positive Responses, Incentives, Rewards
Expectations—In the Cafeteria	Positive Responses, Incentives, Rewards
Expectations—In the Rest Rooms	Positive Responses, Incentives, Rewards
Expectations—Going To/From Buses (Or When Entering/Leaving the Building)	Positive Responses, Incentives, Rewards
Expectations—On the Playground/ Courtyards	Positive Responses, Incentives, Rewards

<b><i>Good Choice Pledge</i></b>	<b><i>Classroom</i></b>	<b><i>Hallway</i></b>	<b><i>Bus</i></b>
I show <b>RESPECT</b> by:	<ul style="list-style-type: none"> <li>* Raising my hand and waiting to be called upon</li> <li>* Using encouraging, polite, kind words</li> <li>* Asking permission to use things</li> <li>* Listening politely when others are speaking</li> </ul>	<ul style="list-style-type: none"> <li>* Keeping my voice quiet</li> <li>* Keeping my feet quiet but moving</li> <li>* Keeping my hands off walls, bulletin boards, and displays</li> <li>* Keeping hallways neat and clean</li> </ul>	<ul style="list-style-type: none"> <li>* Lining up and entering the bus in an orderly and quiet manner</li> <li>* Speaking in an inside voice while the bus is in motion</li> <li>* Speaking nicely to others</li> </ul>
I show <b>RESPONSIBILITY</b> by:	<ul style="list-style-type: none"> <li>* Following directions the first time given.</li> <li>* Accepting consequences without arguing or complaining</li> <li>* Participating in class activities</li> <li>* Completing my work and doing my best</li> </ul>	<ul style="list-style-type: none"> <li>* Following directions the first time given</li> <li>* Accepting consequences without arguing or complaining</li> <li>* Raising my hand if I need assistance</li> </ul>	<ul style="list-style-type: none"> <li>* Following directions the first time given</li> <li>* Accepting consequences without arguing or complaining</li> </ul>
I am <b>SAFE</b> by:	<ul style="list-style-type: none"> <li>* Keeping my body and other objects to myself</li> <li>* Staying in assigned areas</li> <li>* Using furniture and supplies appropriately</li> </ul>	<ul style="list-style-type: none"> <li>* Waiting in line; keeping my distance from the student in front of me</li> <li>* Keeping my hands by my side</li> <li>* Walking safely up and down stairs</li> </ul>	<ul style="list-style-type: none"> <li>* Staying in my seat, facing forward while the bus is in motion</li> <li>* Keeping my hands, feet, and objects inside the bus</li> <li>* Keeping my feet in front of me and on the floor</li> <li>* Exiting the bus in an orderly way after the bus has stopped</li> </ul>
I am <b>PREPARED</b> by:	<ul style="list-style-type: none"> <li>* Entering the classroom and unpacking my book bag and materials</li> <li>* Putting my belongings in their appropriate location</li> <li>* Signing up for lunch</li> <li>* Following daily routines to prepare for class / learning / dismissal</li> </ul>	<ul style="list-style-type: none"> <li>* Facing forward</li> <li>* Keeping my eyes on the line leader</li> </ul>	<ul style="list-style-type: none"> <li>* Putting books/backpack on my lap</li> </ul>

<b>Good Choice Pledge</b>	<b>Cafeteria</b>	<b>Bathrooms</b>	<b>School Based Health Center</b>
I show <b>RESPECT</b> by:	<ul style="list-style-type: none"> <li>* Waiting quietly in line</li> <li>* Using good table manners</li> <li>* Talking nicely to others</li> <li>* Using a quiet voice</li> <li>* Cleaning up my area so others can enjoy their lunch in a clean environment</li> <li>* Keeping my distance from the walls and bulletin boards</li> </ul>	<ul style="list-style-type: none"> <li>* Keeping my voice quiet</li> <li>* Respecting the privacy of others</li> <li>* Keeping the bathroom I use clean</li> <li>* Using one paper towel and throwing what I use in the trashcan</li> </ul>	<ul style="list-style-type: none"> <li>* Waiting patiently in a chair</li> <li>* Greeting the health tech / nurse / counselor</li> <li>* Saying thank you</li> </ul>
I show <b>RESPONSIBILITY</b> by:	<ul style="list-style-type: none"> <li>* Following directions the first time given.</li> <li>* Accepting consequences without arguing or complaining</li> <li>* Raising my hand if I need assistance</li> </ul>	<ul style="list-style-type: none"> <li>* Accepting consequences without arguing or complaining</li> <li>* Returning to class with the pass</li> </ul>	<ul style="list-style-type: none"> <li>* Following directions the first time given</li> <li>* Accepting consequences without arguing or complaining</li> </ul>
I am <b>SAFE</b> by:	<ul style="list-style-type: none"> <li>* Walking in and out in an orderly manner</li> <li>* Eating my own food, no sharing</li> <li>* Staying seated, getting up only with permission</li> <li>* Keeping my hands and feet to myself at all times</li> </ul>	<ul style="list-style-type: none"> <li>* Flushing the toilet / urinal, then washing hands</li> <li>* Walking carefully on any wet areas</li> <li>* Reporting problems to my teacher / building service staff / main office</li> </ul>	<ul style="list-style-type: none"> <li>* Walking quietly and carefully to the SBHC</li> <li>* Returning directly to class after being seen</li> </ul>
I am <b>PREPARED</b> by:	<ul style="list-style-type: none"> <li>* Bring my own lunch if I do not like the lunch being served at school</li> <li>* Making sure my account has sufficient funds</li> <li>* Getting utensils and all food before sitting at the table</li> <li>* Knowing my PIN number after the 3<sup>rd</sup> day of school</li> </ul>	<ul style="list-style-type: none"> <li>* Bring only necessary materials into the bathroom (i.e. soap, paper towels)</li> <li>* Having a pass</li> </ul>	<ul style="list-style-type: none"> <li>* Bringing a health pass that describes the reason for my visit</li> </ul>

<i>Good Choice Pledge</i>	<i>Specials</i>	<i>Assembly</i>	<i>Playground</i>
I show <b>RESPECT</b> by:	<ul style="list-style-type: none"> <li>* Listening and working quietly</li> <li>* Using whisper voices if talking is allowed</li> <li>* Using and treating the materials that are provided carefully</li> </ul>	<ul style="list-style-type: none"> <li>* Keeping my mouth closed</li> <li>* Listening, watching, and learning</li> <li>* Participating appropriately</li> <li>* Clapping appropriately at the end of the program or when being asked to</li> </ul>	<ul style="list-style-type: none"> <li>* Sharing equipment</li> <li>* Taking turns and playing cooperatively</li> <li>* Including others in the game(s) I play</li> <li>* Talking nicely to those who might bother me</li> </ul>
I show <b>RESPONSIBILITY</b> by:	<ul style="list-style-type: none"> <li>* Following directions the first time given.</li> <li>* Accepting consequences without arguing or complaining</li> <li>* Raising my hand if I need assistance</li> </ul>	<ul style="list-style-type: none"> <li>* Following directions the first time given.</li> <li>* Accepting consequences without arguing or complaining</li> <li>* Raising my hand if I need assistance</li> </ul>	<ul style="list-style-type: none"> <li>* Following directions the first time given.</li> <li>* Accepting consequences without arguing or complaining</li> <li>* Raising my hand if I need assistance when in line</li> </ul>
I am <b>SAFE</b> by:	<ul style="list-style-type: none"> <li>* Walking in and out of the room in an orderly manner</li> <li>* Using equipment appropriately</li> </ul>	<ul style="list-style-type: none"> <li>* Following my teacher's / adult directions</li> <li>* Staying in the listening position</li> </ul>	<ul style="list-style-type: none"> <li>* Using equipment properly</li> <li>* Staying in designated areas</li> <li>* Running only where permitted</li> <li>* Using my hands and feet appropriately</li> <li>* Reporting unsafe behavior(s) immediately to the playground aids</li> </ul>
I am <b>PREPARED</b> by:	<ul style="list-style-type: none"> <li>* Bringing required materials to class</li> </ul>	<ul style="list-style-type: none"> <li>* Getting into the listening position</li> <li>* Waiting patiently</li> </ul>	<ul style="list-style-type: none"> <li>* Walking out quietly to the playground area</li> <li>* Lining up quietly waiting to be picked up by my teacher / adult</li> </ul>

# Ridpath Primary Behavior Matrix- Grades 1 and 2

## Positive School Behaviors-

Demonstrating good listening  
Following directions quickly and the first time  
Focusing on/Completing work in a timely way  
Waiting to be called on to speak  
Using appropriate tone, volume, 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 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 apologizes 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

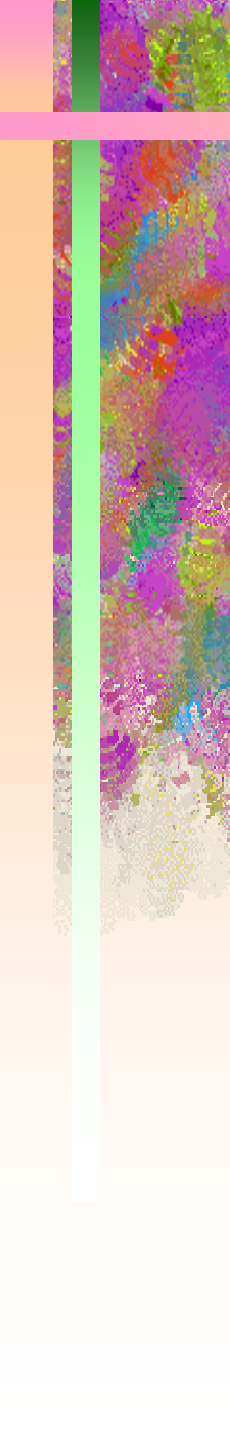
## Consequences- Level III

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

## Clustering Behavioral Expectations at the Building Level:

Examples: Be	Positive	I will act responsibly.
	Prepared	I will always try.
	Respectful	I will do my best.
	Attentive	I will cooperate with others.
	Safe	
	Smart	I will treat everyone with dignity and respect.
	Successful	



# 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 Continuous with Parents (e.g., Parent Nights, Monthly Principal communiqués)**
- ✓ **Use the Matrix to Track and Identify Students’ Behavioral Success**



# For more information

*See the Arkansas School Improvement Grant  
Website at:*

**<http://arstateimprovementgrant.com>**

*Click the link for*

**Technical Assistance Papers**

*select article*

**Functional Assessment and Data-based Problem Solving**