

Middle School Behavior Matrix

(Parent & Student Version)

Tier 1: Universal approaches to middle school behaviors & attitudes.

- Behaviors that demonstrate a lack of skills/awareness to meet appropriate expectations.
- The adult who witnesses the behavior is the primary interventionist in the moment regardless of location.
 - Documentation provides data for future decisions and plans through TIER 2 & TIER 3.

Behavior	Possible Interventions	Possible Responses	Process and Resources
<i>Actions/attitudes displayed by student(s).</i>	<i>Strategies to try in the moment</i>	<i>T-Teacher BT-Behavior Team A-Admin CM-Case Manager</i>	<i>Protocols & People Involved</i>
Responsibility Disengaged/Disruption <i>Low-intensity, but inappropriate disruption, "joking around," or lack of work production, care of chromebook.</i>	<ul style="list-style-type: none"> • Instruction/verbal correction • Revisit expectations • Praise process • Adjust seating arrangement 	<ul style="list-style-type: none"> • Teacher facilitated conversation • Initiate parental conversation • Additional interventions specific to school technology misuse: <ul style="list-style-type: none"> ○ Digital Citizenship refresher ○ Loaner device/charger 	<ul style="list-style-type: none"> • Supervising adult • Documentation
Respect Defiant or dismissal attitudes <i>Brief or low-intensity failure to respond to adult requests.</i>	<ul style="list-style-type: none"> • Instruction/verbal correction • Revisit expectations • Acknowledge appropriate interactions 	<ul style="list-style-type: none"> • Teacher facilitated conversation • Initiate parental conversation 	<ul style="list-style-type: none"> • Supervising adult • Documentation
Respect Inappropriate Language/Teasing <i>Low-intensity instance of inappropriate language to peers.</i>	<ul style="list-style-type: none"> • Instruction/verbal correction • Revisit expectations • Acknowledge appropriate interactions 	<ul style="list-style-type: none"> • Teacher facilitated conversation • Initiate parental conversation 	<ul style="list-style-type: none"> • Supervising adult • Documentation
Safety Inappropriate usage of materials, throwing materials playfully.	<ul style="list-style-type: none"> • Instruction/verbal correction • Revisit expectations • Adjust seating arrangement • Removal from activity 	<ul style="list-style-type: none"> • Teacher facilitated conversation • Initiate parental conversation 	<ul style="list-style-type: none"> • Supervising adult • Documentation

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Tier 2 - (Minor Referral)

- Behavior that is either an increase in quantity or intensity of Tier 1 behaviors that demonstrate continued challenges with meeting expectations.
 - Additional staff resources including behavior specialists are involved with interventions and responses.
 - Referrals should be processed.

Behavior	Possible Interventions	Possible Responses	Process and Resources
<i>Actions/attitudes displayed by student(s).</i>	<i>Strategies to try in the moment</i>	<i>T-Teacher BT-Behavior Team A-Admin CM-Case Manager</i>	<i>Protocols & People involved</i>
Responsibility Disengaged/Disruption/Tardiness <i>Defiant attitudes towards work engagement, attempting to distract other students, plagiarism. Technology misuse (including damage to Chromebook, such as dismantling, removing keys, unauthorized modifications, drawing/ marking on the device, intentional damage)</i>	<ul style="list-style-type: none"> ● Instruction/verbal correction ● Revisit expectations ● Accommodate assignment ● Suggest a break (Plan B) ● Collection of PED with documentation ● Opportunity for student to redo assignment and demonstrate thinking about re-done assignment ● Reduced or 0 credit for assignment 	<ul style="list-style-type: none"> ● Plan B - problem solving (T) ● Break in building-designated space (BT) ● Lunch detention (BT) ● Possible restorative academic work during lunch w/teacher (T) ● Academic contract (T) ● CICO referral (T, BT, A,CM) ● Additional intervention specific to damaged Chromebooks: <ul style="list-style-type: none"> ○ Check in/ check out ○ Restricted access 	<ul style="list-style-type: none"> ● Supervising adult ● Building-designated space ● Referral ● Parental contact
Respect Defiance/Disrespect <i>Refusal to acknowledge adult directives. Inappropriate words and attitudes towards adults.</i>	<ul style="list-style-type: none"> ● Instruction/verbal correction ● Revisit expectations ● Planned ignoring ● Provide appropriate response sentence frames/templates ● Adjust seating arrangement 	<ul style="list-style-type: none"> ● Plan B - problem solving (T) ● Break in building-designated space ● Lunch detention BT) ● Behavioral contract (T,B) ● Restorative action (T,B,A,CM) ● CICO referral (T,BT,A,CM) 	<ul style="list-style-type: none"> ● Supervising adult ● Parental contact ● Refocus room ● Referral
Respect Inappropriate Language/Teasing <i>Consistent 'joking' language that is inappropriate. Expletive/rude language directed at peers.</i>	<ul style="list-style-type: none"> ● Instruction/verbal correction ● Revisit expectations ● Adjust seating arrangement ● Mediate w/peer 	<ul style="list-style-type: none"> ● Plan B - problem solving (T) ● Break in building-designated space ● Lunch detention (BT) ● Behavioral contract (T,BT) ● Restorative action (T,BT,A,CM) ● CICO referral (T,BT,A,CM) 	<ul style="list-style-type: none"> ● Supervising adult ● Parental contact ● Refocus room ● Referral

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Safety Rough Play/Mismanagement of materials <i>Inappropriate physical contact, using materials to interfere/impact others.</i>	<ul style="list-style-type: none"> • Instruction/verbal correction • Revisit expectations • Adjust seating arrangement • Removal from activity • Restricted access to activities • Alternative space/location 	<ul style="list-style-type: none"> • Plan B - problem solving (T) • Break in building-designated space • Lunch detention (BT) • CICO referral (T,BT,A,CM) • Behavioral contract (T,BT) • No contact contract (BT) • Restorative action (T,BT,A,CM) • ISS considerations (BT, A, CM) • OSS considerations (B,A,CM) 	<ul style="list-style-type: none"> • Supervising adult • Parental contact • Refocus room • Referral
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Tier 3 - (Major)

- Behavior that is a continuation/escalation of Tier 2 behaviors that disrupt/negatively impact the learning climate of the classroom or school.
 - Requires the intervention of Behavior Support Staff, Case Managers and/or Administration.
- Referrals and corresponding individualized responses required to document and adjust specialized plans.

Behavior	Possible Interventions	Possible Responses	Process and Resources
<i>Actions/attitudes displayed by student(s).</i>	<i>Strategies to try in the moment</i>	<i>T-Teacher BT-Behavior Team A-Admin CM-Case Manager</i>	<i>Protocols & People Involved</i>
Responsibility Disengaged/Disruption Property Damage/Theft/Truancy <i>Explicit objection to academic expectations.</i> <i>Persistent, intentional efforts to disengage others.</i> <i>Destruction of property.</i> <i>Technological impropriety: Students are in violation of cell phone policy or engaging in inappropriate use of technology, such as bypassing filters and/ or accessing inappropriate content.</i>	<ul style="list-style-type: none"> • Set limits upon entry into class • Directive break (Plan A) • Provide alternative space away from peers. • Individualized checklist of expectations. • Shortened work engagement. • Modified assignments. • Intentional accommodations from case managers - IEP/504's • Individualized success plan implementation • Collection of PED and start of device plan 	<ul style="list-style-type: none"> • Skill building in building-designated space • Timeout for the remainder of the period (3) • Lunch detention (BT) • ISS considerations (BT,CM,A) • Sports suspension (B,A) • CICO implementation (CM,A) • Restorative actions (BT,CM,A) • Alternative programming consideration (CM,A) • Additional interventions specific to school technology misuse: <ul style="list-style-type: none"> ○ Investigation ○ Restrict access to technology ○ Use of Securly 	<ul style="list-style-type: none"> • Major referral • Parental conference • Behavior Team • Scheduling considerations • Restitution • Case managers/Counselors • Student Support Plans • Behavior intervention plan • Safety Plans • Law enforcement integration

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Respect Defiance/Disrespect <i>Expletive, harmful laced language directed towards adults/peers.</i>	<ul style="list-style-type: none"> ● Set limits upon entry into class ● Directive break (Plan A) ● Provide alternative space away from peers. ● Individualized checklist of expectations. 	<ul style="list-style-type: none"> ● Skill building in building-designated space ● Timeout for the remainder of the period (BT) ● Lunch detention (BT) ● ISS considerations (BT,CM,A) ● Sports suspension (BT,A) ● CICO implementation (CM,A) ● Restorative actions (BT,CM,A) 	<ul style="list-style-type: none"> ● Major referral ● Parental conference ● Building-designated space ● Scheduling considerations ● Case managers/Counselors ● Student Support Plans ● Behavior plans ● Safety Plans
Safety Dangerous physicality with self/materials/Chronic truancy out of sight and sound <i>Actions that may inflict bodily harm upon others. Regularly in undesignated areas.</i>	<ul style="list-style-type: none"> ● Set limits upon entry into class ● Directive break (Plan A) ● Provide alternative activity ● Removal from activity 	<ul style="list-style-type: none"> ● Skill building in building-designated space ● Timeout for the remainder of the period (B) ● Parental conference (BT,CM,A) ● ISS considerations (B,CM,A) ● OSS considerations (B,CM,A) ● Serious Incident Response (A) ● Sports Suspension (BT,A) ● No Contact Contract (BT,A) ● Alternative programming consideration (CM,A) ● Soft Start/Abbreviated Day considerations (CM, A) ● Expulsionary considerations (A) 	<ul style="list-style-type: none"> ● Major referral ● Parental conference ● Building-designated space ● Scheduling considerations ● Case managers/Counselors ● Student Support Plans ● Behavior plan ● Safety Plans ● Serious Threat Assessment Team (STAT 1) ● Law enforcement integration