**Positive Behavior Feedback and Sequence for Upper Elementary**

(The goal of this matrix is to provide preventative strategies while maintaining the focus of control of the environment positively with the teacher. This will assist in consistency from staff member to staff member when elevating a situation to administrative levels.)

**STRIKES (Major Behaviors): handled by the building principal automatically.**

* Physical Contact w/intent to harm
* Severe verbal threats / extreme verbal disrespect
* Extreme disruption
* Harassment / Bullying organized or ongoing.
* Repeated Minor w/no student improvement that disrupts learning or safety
* Intentional damage to student or classroom property that requires a replacement cost

**MINOR: Physical or Verbal Behavior disruptive to classroom environment.**

**Handled by classroom teacher – pull in building principal for support and reinforcement, directed by the teacher.**

* Disrespectful language to peers and/or adults
* Isolated behavior that excludes or ridicules students-not bullying or harassment, isolated hurtful actions
* Damage to student or classroom property-unintentional or minor
* Refusal to participate
* Failure to follow modeled expectations
* Inappropriate physical contact, playful slapping, pushing, bumping…..
* Misuse of technology according to school policy

**SUGGESTED STRATEGIES: Classroom Environment**

**Preventative-**

* Positive Phone Contact First Two Weeks of School
* Communication with families via websites and e-mail
* Practice and articulate expectations
* Positive feedback for expected behavior
* Immediate, corrective, and positive feedback for minor disruptions
* Motivational Charts
* Think Sheets
* Student Conference
* Missed Recess-with reflection activity.
* Parent Contact/Conference for specific events
* After School Behavioral or Academic Mentoring