

# EL 5033: Module 3 Written Assignment---Template Toward Optimal Performance

Hello, Everyone!

## **Assignment: Developing a Behavioral Matrix**

I believe you'll enjoy this assignment, Class, particularly when you see the functional value of what you will have constructed. For this assignment, you're going to compile behavioral data to construct a comprehensive, 'Behavioral Matrix'---a set of common behavioral standards and accountability guidelines that enables teachers to consistently respond to both appropriate and inappropriate student behaviors within a classroom, across a grade level, or school-wide. Read all of these directions before beginning so you thoroughly understand your composition of both parts of this assignment and the manner in which you will bring format them together.

## **Our Task This Week:**

Note, Class, that there are two parts to this paper--- **Part 1**, your Introduction and Behavioral Matrix, and **Part 2**, a three-paragraph essay addressing your integrated perspectives of the process, and a Conclusion. Each of your paragraphs will consist of a minimum of six to eight well-developed sentences. Both **Parts 1 and 2** will constitute a single document. You might use as title and running head, "Developing a Behavioral Matrix". For this Assignment, you will have a Title Page, then an Introduction, then your Matrix Chart will follow (the green highlighted headings of your Template below are the headings for each cell within your chart), then you will follow with the three discussion sections (with the designated green highlighted headings), and last---your Conclusion.

### Organization of Your Document

#### Title Page

#### **Part 1: Final Integration and Representation of the Behavioral Matrix**

Introductory Paragraph

Matrix Chart

#### **Part 2: Summary of the Development of the Behavioral Matrix**

Body of Discussion---Three Paragraphs

Conclusion Paragraph

## **Directions:**

Select either of the following two options, then use the Template below to develop your Behavioral Matrix---

### **Option A: I want to develop my Behavioral Matrix utilizing the data of the provided 4th grade**

**sample:** This option is good for non-classroom based educators, or teachers who prefer starting this assignment with a dataset. Input into the matrix below all "X"-marked behaviors and corrective responses identified by the 4th grade teachers of the "Data Analysis Packet." Researching the literature will help you identify other behaviors and corrective responses you deem appropriate for the 4th grade.

OR,

### **Option B: I want to develop my Behavioral Matrix for a grade of my choosing:**

This option is good for ACE students who want to prepare a customized behavioral matrix for their own classroom, grade level, or school. Feel free to start with a matrix already in use at your school. Incorporate behaviors you deem appropriate for your selected grade level/s based upon your own personal experiences---both past and present---with students at this level, experiences of your teacher colleagues, research literature, and behaviors listed within the provided "The Behavioral Matrix Packet" itself. To be specific, bring to your matrix all behaviors that...

- 1) that are currently reflected in behavioral matrixes and listings at your school and in your learning environment;
- 2.) that you have observed throughout your experience in other similar learning environments;
- 3.) that you may have learned of via teacher communications and collaborations;
- 4.) that you see in our provided mock data for this module;
- 5.) that you feel you can expect,
- 6.) that you have learned of by way of research on disciplinary behaviors among students of your level...

---all behaviors feasible for your students. You want this assignment to be utterly practical and potentially functional in your own learning setting upon completion!

Be certain to retain appropriate categorization of your Expected Classroom Behaviors and Intensity I-IV Behaviors and Corrective Responses.

### **Three Provided Documents This Week to Assist Completion of Your Behavioral Matrix:**

You'll find all three of your assignment assists at your **Canvas Module 3 Assignment Page**

#### **For Students Who Choose Option A: Data Analysis Packet:** This packet entitled "Data Analysis Packet"

provides mock data for 4th grade students in four sets of Behavioral Matrix Summary Worksheets. These four Summary Worksheets represent the perspectives of four different teachers on expected classroom behaviors of their 4th grade students and planned corrective responses these teachers and the school, as a whole, will take with respect to those behaviors. Note that some behaviors and corrective responses have been marked with an "X" (hypothetically by the four separate teachers). These are the specific behaviors and corrective responses each teacher feels are most relevant to their own classroom setting. As you'll note, this article includes:

- a. Lists of potential behaviors and corrective responses;
- b. Tally sheets used by individual teachers of separate classrooms to combine and total these expected behaviors, and corrective responses across teachers, departments, etc. These might all be utilized to form a single Behavioral Matrix---one that serves as common standards of behavior for the 4<sup>th</sup> grade level of a school.

#### **For All Students Selecting Either Option A or B: The Behavioral Matrix Packet for Module 3 Assignment:**

This article entitled "Developing and Implementing the Behavioral Matrix: The Basic Behavioral Matrix Forms" is essential for all of us (all grade levels); you'll need to read it very carefully. It is essential to your understanding of the theory behind and the process for preparing a Behavioral Matrix. To explain briefly, a single teacher can create a Behavioral Matrix applicable to their own classroom. But we can integrate the behaviors or the Matrixes of several individual teachers across a grade level, department or school, and then that Matrix can become the standard for student behavior across that grade level, department or school. Your Matrix becomes the *behavioral* equivalent of a state or school district's *curricular* standards; this is the Behavioral Matrix you are preparing as a single teacher for your own class, grade level, or school, (or for your 4th grade class, if you choose Option A) for our assignment.

Can you see how these behaviors and corrective responses can be aggregated into a set of common standards for behavior relevant to any targeted group of students? Perhaps even school-wide standards? What does this say about your ability to maintain consistency of responses to specific student behaviors?

**For All Students Selecting Either Option A or B: Template Toward Optimal Performance:** This is the document you are now reading; it will guide the formatting and content of your entire Module 3 Written Assignment document submission---

PART 1: "Final Integration and Representation of the Behavioral Matrix" and  
PART 2: "Summary of the Development of the Behavioral Matrix"

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## **Formatting Your Behavioral Matrix Assignment**

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In the development of your Behavioral Matrix, subject behaviors are to be listed by severity from Intensity I to Intensity IV. Corrective responses and consequences are to be listed from less directive/intrusive to more directive/intrusive.

Note that you will NOT be writing paragraphs for any portion of the charted part of your assignment. You'll simply list phrases/clauses describing behaviors for the table portion of your assignment, and you will have paragraphs for the essay portion of your assignment. The HEADINGS of each cell of your table listing behaviors have been highlighted for you in green. The HEADINGS of each section of your essay have also been highlighted for you in green.

If you're using my Word document as your framework, delete ALL of my instructions before submission. I firmly expect to see my green-highlighted terms as your headings (do not highlight them in your own document).

### **Formatting Your Overall Document:**

- Overall, your paper will be formatted in conformance with APA standards. See **Sample APA Paper:** <http://my.woodbury.edu/Faculty/Writing/WPRD/Research%20Writing%20and%20APA%20Style/APA6thWritingStyleSamplePaperV8.pdf>
- You will provide both a **Title page (put this at the very front of your entire document, before the Matrix itself)** and a **References page (separate page at the end of your document).**

#### **Required Title Page Format:**

Use the following APA formatting for your Title Page----

<http://my.woodbury.edu/Faculty/Writing/WPRD/Research%20Writing%20and%20APA%20Style/APA6thWritingStyleSamplePaperV8.pdf>

#### **Required Reference Page Format:**

Use the following APA formatting for your References Page----

<http://my.woodbury.edu/Faculty/Writing/WPRD/Research%20Writing%20and%20APA%20Style/APA6thWritingStyleSamplePaperV8.pdf>

<http://www.apastyle.org/learn/faqs/index.aspx>

You need not cite our assignment materials themselves, but if you directly quote from them, yes, indeed you must.

- You will utilize **running heads** in proper APA-format using our assignment title indicated above. " Note that the words "Running head:" precede the running head on the title page **only, and** that all actual running heads themselves are to appear in all capital letters. See sample APA-formatted running heads here:
  - <http://apastyle.org/learn/quick-guide-on-formatting.aspx> APA Sample Paper - Purdue Online Writing Lab
  - <http://my.woodbury.edu/Faculty/Writing/WPRD/Research%20Writing%20and%20APA%20Style/APA6thWritingStyleSamplePaperV8.pdf>

If you're still having difficulty setting up the two different pages formats of your running heads, see the following video: See this video demonstrating proper set-up step-by-step: "How To Insert Two Running Heads in Less Than 5 minutes," <https://www.youtube.com/watch?v=RZNkRSpXHZo>

- You will provide both an **Introduction** and a **Conclusion** for your treatment as indicated in the Template below.
- You must have a minimum of **three different correctly-formatted APA citations/references** for this assignment, at least **one of which must be an outside reference.**

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**Tips on Preparing Your Matrix:** All behavioral matrixes should include the entire realm of behaviors potentially-evidenced within your instructional setting. The sample matrixes of this assignment reflect a 'sample' teaching environment, but are by no means, comprehensive.

- In APA formatting, tables are always single-spaced, while the textual content of your treatment is double-spaced.
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- If your table itself exceeds one page, you want to be sure to repeat your column headings at the top of each page on which you continue your table.
- Bullets are an excellent way of listing and distinguishing your behaviors and responses.
- Expand on these matrixes to make them realistic for YOUR teaching setting. This is the primary intent of your assignment.
- You'll likely find the need to repeat many school responses to student behaviors. In such cases, please repeat the response in your Response Column, as needed, and ascertain that your behaviors are paired up with the appropriate responses.
- You will arrange your behaviors so that they increase in terms of seriousness and intensity in the required Level I thru IV matrix categories of your Template, with corresponding progressively-invasive school responses. You're free to categorize an exceptionally broad variety of behaviors within your Levels as you feel best accommodates you and your students within your instructional setting (A Level 2 behavior in one teaching environment may well be a Level 3 in another teaching environment).

**What Must I Reference?** Unless you quote directly from a source within your table, it is understood in this assignment, that the table is a mixture of your own ideas and ideas you've garnered from a multitude of other sources. Your reference page will represent sources from which you have quoted in the compilation of your table **and** sources from which you have quoted or utilized paraphrased information in the composition of your essay.

**May I Exceed That Asked of Me?** While you must address the questions of each Template, don't allow yourself to be constrained to ONLY the questions posed there. I urge you to feel free to 'think outside of the box' as you reflect on new and novel approaches to solving the common problems we encounter each day as teachers. You may always move beyond the questions proposed here. While the Template delineates much of your *formatting*, never let it constrain your discussion. You may always submit *more* written content, but not *less* than that stipulated in your Template.

**Maximum TurnIn Score Is 45%:** In this assignment, you have the potential for a good deal of duplication with other students' submissions because you can legitimately use behavior and response phrases you've seen in your assignment materials and on the Web....we're all using a lot of the same school materials for this assignment. So, once you submit your first version, see where your TII score falls. If you have less than 45%, you're fine. If you're running over 45%, reword some of your behaviors and responses to control your TII score. You can best lower your score by elaborating more fully on your essay portion, providing more discussion to increase the overall original content of your paper which, of course, mathematically reduces your TII percentage. The careful thought and additional discussion tends to strengthen your argument in any case, increasing the overall quality of your paper.

<b>Template--Part 1: Final Integration and Representation of the Behavioral Matrix</b> <small>(Use as first heading)</small>	
<b>Minimum of one well-developed paragraph (six to eight clear, fully-descriptive sentences) Remember, 6 sentences do not guarantee that your paragraph is well-developed---Use scholarly judgment on the extent to which you have fully explored your topic. You may need more sentences or additional paragraph/s.</b>	<b>Introduction</b> (While an Introduction must be provided for your document, in APA formatting, it is NOT to be labeled.)  In this introductory paragraph, explain what you seek to accomplish in this document, and why. Be certain to identify your selected grade level/s (or indicate your intent to utilize a departmental or school-wide approach to your behavioral matrix.)
<b>Expected Classroom Behaviors:</b>	<b>Incentives, Rewards, Reinforcers, Positive Responses:</b>

[List here the Expected Classroom Behaviors that you expect students at your grade level to be able to demonstrate in your classroom either immediately or after behavioral instruction.

You may select from among the Expected Classroom Behaviors already listed in your Behavioral Matrix Packet, [page 16-17](#) ["Developing and Implementing the Behavioral Matrix: The Basic Behavioral Matrix Forms"]; or you can feel free to list other Expected Classroom Behaviors you feel are appropriate for your teaching situation.]

[List here the relevant research or experience-based Incentives, Rewards, Reinforcers, or Positive Responses that you know will motivate your students or can be used to positively reinforce students for good behavior at your grade level.

You may select from among the research or experience-based Incentives, Rewards, Reinforcers, or Positive Responses already listed in your Behavioral Matrix Packet, [page 18](#) ["Developing and Implementing the Behavioral Matrix: The Basic Behavioral Matrix Forms"]; or you can feel free to list other Incentives, Rewards, Reinforcers, or Positive Responses you feel are appropriate for your teaching situation.]

**Intensity I (Annoying) Offenses:**

[List here the Intensity I Offenses that you feel might be exhibited by students at your grade level.

Definition: These are behaviors that teachers handle with a minimum of interaction or intervention. You may select from among the Intensity I Offenses already listed in your Behavioral Matrix Packet, [page 12](#) ("Developing and Implementing the Behavioral Matrix: The Basic Behavioral Matrix Forms"), or you may feel free to list other Intensity I Offenses you feel might be displayed by students in your teaching situation.]

**Corrective Responses and/or Consequences**

[List here research or experience-based Corrective Responses for Intensity I Offenses that might be utilized by the Classroom Teacher at your grade level. You want the Corrective Actions that will result in the fastest change of an annoying behavior to an appropriate behavior. List these Corrective Actions in a loose continuum from least directive/ intrusive to the more directive.

You may select from among the Corrective Responses for Intensity I Offenses already listed in your Behavioral Matrix Packet, [page 12](#) ("Developing and Implementing the Behavioral Matrix: The Basic Behavioral Matrix Forms"); or you may feel free to list other Corrective Responses for Intensity I Offenses you feel appropriate for your teaching situation.]

**For example:**

- Teacher visual, non-verbal, or physical prompt
- Teacher proximity
- Teacher warning
- Teacher puts name on the blackboard
- Teacher "Stop & Think" prompt
- Move the student to another seat in the classroom
- Student needs to apologize to teacher/class
- Loss of recess time
- Student needs to write an action/remediation plan
- Teacher ends activity for the student; makes him/her watch the other students until they have completed their activity
- Teacher calls home with student from the classroom
- Note sent home with parent signature required

**Intensity II (Disruptive) Offenses:**

**Continued Intensity 1 or More Intense Intensity II Behaviors**

[List here the Intensity II Offenses that you feel might be exhibited by students at your grade level.

Definition: These are behaviors that teachers will handle with a more directed, intrusive intervention. You may select from among the Intensity II Offenses already listed in your Behavioral Matrix Packet, [page 13-14](#) ["Developing and Implementing the Behavioral Matrix: The Basic Behavioral Matrix Forms"], or you may feel free to list other Intensity II Offenses you feel might be displayed by students in your teaching situation.]

**Corrective Responses and/or Consequences**

[List here research or experience-based Corrective Responses for Intensity II Offenses that might be utilized by the Classroom Teacher at your grade level. The goal of these consequences is to communicate to the student that his or her behavior is inappropriate and to motivate them to decrease or eliminate their inappropriate behavior, while increasing their appropriate, pro-social behavior. List these Corrective Actions in a loose continuum from least directive/ intrusive to the more directive.

You may select from among the Corrective Responses for Intensity II Offenses already listed in your Behavioral Matrix Packet, [page 13-14](#) ["Developing and Implementing the Behavioral Matrix: The Basic Behavioral Matrix Forms"]; or you may feel free to list other Corrective Responses for Intensity II Offenses you feel appropriate for your teaching situation.]

<p><b>Intensity III (Defiant) Offenses:</b> Continued Intensity 2 or More Intense Intensity III Behaviors</p> <p>[List here the Intensity III Offenses that you feel might be exhibited by students at your grade level.</p> <p><u>Definition:</u> These are behaviors in the classroom that are so significant or so persistent that they require some type of out-of-classroom intervention. You may select from among the Intensity III Offenses already listed in your Behavioral Matrix Packet, <a href="#">page 15</a> ["Developing and Implementing the Behavioral Matrix: The Basic Behavioral Matrix Forms"], or you may feel free to list other Intensity III Offenses you feel might be displayed by students in your teaching situation.]</p>	<p><b>Corrective Responses and/or Consequences</b></p> <p>[List here research or experience-based Corrective Responses for Intensity III Offenses that might be utilized by the Classroom Teacher at your grade level. The goal of these consequences is to communicate to the student that his or her behavior is inappropriate and to motivate them to decrease or eliminate their inappropriate behavior, while increasing their appropriate, pro-social behavior. The student may be referred for more strategic intervention. List these Consequences in a loose continuum from least directive/ intrusive to the more directive.</p> <p>You may select from among the Consequences for Intensity III Offenses already listed in your Behavioral Matrix Packet, <a href="#">page 15</a> ("Developing and Implementing the Behavioral Matrix: The Basic Behavioral Matrix Forms"); or you may feel free to list other Consequences for Intensity III Offenses you feel appropriate for your teaching situation.]</p>
<p><b>Intensity IV (Severe or Dangerous) Offenses:</b> Continued Intensity 3 or More Intense Intensity IV Behaviors</p> <p><b>School or District-Identified Intensity IV Behaviors</b> [Identify 5 to 8 intense, extreme, or severe behaviors using your school or district's Code of Conduct or another published Code of Conduct or discipline manual. You must clearly provide your link. (example: Fort Wayne Public Schools <a href="http://www.fwcs.k12.in.us/files/code_of_conduct.pdf">http://www.fwcs.k12.in.us/files/code_of_conduct.pdf</a>) If your school does not provide 5 to 8 severe behaviors, you are to assemble <a href="#">by research</a> severe behaviors and responses in practice that the literature presents as feasible for students at your grade level.</p> <p>Using your school's Code of Conduct (example: <b>Fort Wayne Public Schools</b> <a href="http://www.fwcs.k12.in.us/files/code_of_conduct.pdf">http://www.fwcs.k12.in.us/files/code_of_conduct.pdf</a>) or another similar published Code of Conduct, identify 5 to 8 intense, extreme, or severe behaviors. Please cite your district code within this cell, and then yes, you'll want to list it as a reference at the end of your document.]</p> <p><u>Definition:</u> These are very severe behavior problems that are usually addressed in a District Code of Conduct and that usually require some type of administrative action (like student suspension from school).</p>	<p><b>Administrative Responses and/or Consequences</b></p> <p><b>School or District Response</b> Identify 5 to 8 corresponding responses/consequences using your school or district's Code of Conduct or another similar published Code of Conduct or discipline manual. You must clearly include your link. (example: Fort Wayne Public Schools <a href="http://www.fwcs.k12.in.us/files/code_of_conduct.pdf">http://www.fwcs.k12.in.us/files/code_of_conduct.pdf</a>) If your school does not provide 5 to 8 severe behaviors, you are to assemble <a href="#">by research</a> severe behaviors and responses in practice that the literature presents as feasible for students at your grade level.</p> <p>Using your school's Code of Conduct (example: <b>Fort Wayne Public Schools</b> <a href="http://www.fwcs.k12.in.us/files/code_of_conduct.pdf">http://www.fwcs.k12.in.us/files/code_of_conduct.pdf</a>) or another similar published Code of Conduct or discipline manual, list here the corresponding responses for each of your identified 5 to 8 intense, extreme, or severe behaviors. Be certain they are paired up in a way that identifies which behavior will be met with which response.</p> <p><u>Definition:</u> An Administrative Response is often neither a consequence nor an intervention in a technical sense. It is simply a response to help "stabilize" the situation or the school setting or environment, and/or a response that a School Board believes is appropriate for the infraction involved. In most cases other interventions should immediately begin and run parallel to the Administrative Response (especially when a suspension or expulsion is involved), so that a functional assessment is completed and an intervention plan is ready for timely implementation (such as immediately upon the return of the student from a suspension).</p>
<p><b>Template--Part 2: Summary of the Development of the Behavioral Matrix</b></p>	
<p><b>How Do I Append Part 2 To My Matrix Above?</b> Begin your essay treatment separately just after your behavioral matrix in traditional APA paragraph textual style. Both Part 1 and Part 2 are to be submitted as a single document (just as our other assignments this term). <b>Observe your overall</b></p>	

**APA document rules** for title page, running heads, and number of references. Your **Introduction** precedes your Matrix, and your **Conclusion** closes your essay treatment as indicated below.

**Final Note:** While **you must address the required questions of your Template**, don't allow yourself to be constrained to ONLY the questions posed here. I urge you to feel free to 'think outside of the box' as you reflect on new and novel approaches to these issues. You may always submit *more* written content, but not *less* than that stipulated by your Template.

<p>Minimum of one well-developed paragraphs (both six to eight clear, fully-descriptive sentences) Remember, 6 sentences do not <i>guarantee</i> that your paragraph is well-developed---Use scholarly judgment on the extent to which you have fully explored your topic. You may need more sentences or additional paragraph/s.</p>	<p><b>Reaction To Behavioral Matrix (Use as Heading)</b></p> <ul style="list-style-type: none"> <li>• What is your reaction to the Behavioral Matrix process and forms?</li> <li>• Incorporate your feelings, your experiences, those of other teachers, and/or concepts stimulated by your related research on the concept of the behavioral matrix.</li> </ul>
<p>Minimum of one well-developed paragraphs (both six to eight clear, fully-descriptive sentences) Remember, 6 sentences do not <i>guarantee</i> that your paragraph is well-developed---Use scholarly judgment on the extent to which you have fully explored your topic. You may need more sentences or additional paragraph/s.</p>	<p><b>Benefits of Behavioral Matrix (Use as Heading)</b></p> <p>Discuss the advantages of developing and using the Behavioral Matrix within a teaching setting, at specific grade levels, and across a school for both teachers, staff, and principal.</p> <p>Incorporate your feelings, your experiences, those of other teachers, and/or concepts stimulated by your related research on the concept of the behavioral matrix.</p>
<p>Minimum of one well-developed paragraphs (both six to eight clear, fully-descriptive sentences) Remember, 6 sentences do not <i>guarantee</i> that your paragraph is well-developed---Use scholarly judgment on the extent to which you have fully explored your topic. You may need more sentences or additional paragraph/s.</p>	<p><b>Behavioral Matrix: Strength and Consistency (Use as Heading)</b></p> <p>Explain how the Behavioral Matrix adds to the strength of a Positive Behavioral Support System (PBSS) and school-wide approach to consistent discipline and behavior management.</p> <p>Incorporate your feelings, your experiences, those of other teachers, and/or concepts stimulated by your related research on the concept of the behavioral matrix.</p>
<p>Minimum of one well-developed paragraph (six to eight clear, fully-descriptive sentences) Remember, 6 sentences do not <i>guarantee</i> that your paragraph is well-developed---Use scholarly judgment on the extent to which you have fully explored your topic. You may need more sentences or additional paragraph/s.</p>	<p><b>Conclusion</b></p> <ul style="list-style-type: none"> <li>• What do you hope to have accomplished by way of this treatment?</li> <li>• To what extent do you feel that your new understanding of the behavioral matrix will impact your actions and your career in educational leadership?</li> <li>• What conclusions have you drawn overall about use of the behavioral matrix in your teaching environment....in any teaching environment?</li> </ul>

Now, Class, you have all you need for an optimal Module 3 submission. Still, please feel free to shoot me any questions at all if anything confuses you or you simply want to share your thoughts with me!

Good learning!

**Marsha Phelps, MBA, EdD**  
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