

Behaviour Matrix Information and Examples

The behaviour matrix is a chart that clearly communicates your school's expectations for positive behaviours in various school environments. It helps staff to teach, model and reinforce positive behaviour expectations in the classroom, hallway, playground, cafeteria, and home.

The purpose of a behaviour matrix is to identify and display positive behaviours that meet behavioural expectations across all school contexts and settings. Usually the matrix has 2 axis: Expectations and Contexts. It serves as a reference that helps students, staff and parents consistently reinforce a set of key behavioural expectations during students' daily routines. When it is visibly displayed in the classroom and other settings, it helps to increase students' understanding of schoolwide expectations, and even offers specific examples of actions students can take to meet these expectations.

Expectations are the key behaviours that educators would like students to exhibit throughout the day, such as respect, responsibility, cooperation, and safety. The Expectations on the behaviour matrix are not a comprehensive list of all positive behaviours and qualities. They are typically a list of the 3-5 most important qualities you would like to reinforce.

Examples of positive expectations you can choose for your classroom or school-wide behaviour matrix include:

- Positivity
- Dependability
- Preparedness
- Effort
- Productivity
- Collaboration
- Integrity
- Kindness
- Participation
- Determination

Because you want positive behaviours to be exhibited everywhere students go, your behaviour matrix should take each daily school environment and context into consideration. Most commonly, students will spend the majority of their school hours in the classroom, hallways, cafeteria, playground, athletics fields or gymnasium, auditorium, and administrative offices. For each of these areas to remain safe, peaceful, and positive for all students, the expected behaviours must be exhibited in

context-specific ways. Preparedness can be demonstrated in the classroom by arriving on time with homework completed, but in physical education it is demonstrated by wearing proper gym attire.

Common locations and contexts schools include in their behaviour matrix include:

- Classroom
- Hallway
- Cafeteria
- Restroom
- Lockers
- Computer Labs
- Parking Lots
- Playground
- Administrative Office
- Auditorium

A behaviour matrix is not very useful or effective if it does not include guidelines for various locations and contexts. Instead of simply asking students to participate, show them what participation looks like in each environment with clear behavioural instructions they can easily understand.

Each box in your matrix should contain several positively stated descriptions of what each of your behaviour expectations looks like within the given context. For example, if you choose Safety as one of the key Expectations in your behaviour matrix, here are some ways you can break that down into positively stated, measurable expectations across contexts:

- **Safety in the Classroom:**
 - Use class materials for their stated purpose
 - Keep all four legs of your chair on the floor
 - Keep your desk and floor area clear and organized
- **Safety in the Hallway:**
 - Walk on the right side
 - Take stairs one step at a time
 - Keep backpacks and belongings off the floor
- **Safety on the Playground:**
 - Stay in supervised areas
 - Walk on the blacktop
 - Use equipment properly

The behaviours stated in the matrix should be measurable, so that students can easily evaluate their own success and adjust. When creating a PBIS behaviour matrix for young children, graphics, pictures, and colors can be used to communicate expectations in a visual and captivating way.

One strategy is to go through each environment a student encounters in their daily routine, and envision how you would like students to behave. Look for consistent themes in your behavioural expectations so you can identify the most essential behaviours you want to reinforce. Then ask yourself what students can do, specifically, to accomplish those behavioural expectations in each particular context.

A second strategy is to use previous data you have collected on student behaviours across multiple contexts. Not all schools have recorded data available to analyze. If you don't, consider starting to collect behavioural data now, it is extremely helpful in identifying short and long term PBIS goals and strategies for your unique school environment. If you do have data to review and learn from, use it to identify the most common problem behaviours affecting your school.

Beside your list of undesired behaviours, write a contrasting, positive behaviour that you would like to replace it with. For example, if an identified problem is that too many students are running in the hallway, a contrasting positive behaviour would be for students to always walk on the right hand side. Once you have a list of desired behaviours, look for overriding expectations that each behaviour can fall under. Walking on the right hand side of the hallway may fall under Cooperation, along with sharing equipment on the playground and working together to clean up learning stations in the classroom

Once you have created your behaviour matrix, share it widely with all school staff and administration, as well as parents. Post the matrix visibly in your classroom, and even distribute copies to each individual student. You may find it helpful to verbally review the matrix as a class, walk through each environment and demonstrate the behaviours, or even quiz students on expectations. The most important component of behaviour matrix implementation is consistent reinforcement of the expectations from all authority figures a student encounters throughout the day.

SETTINGS

EXPECTATIONS

	RESPECT FOR SELF	RESPECT FOR OTHERS	RESPONSIBILITY
CLASSROOM	➤ Listen attentively ➤ Try your best ➤ Follow classroom rules	➤ Keep hands and feet to yourself ➤ Listen when it's someone else's turn to speak ➤ Respect all opinions and abilities	➤ Be on time ➤ Be prepared ➤ Listen to announcements ➤ Keep your area clean
HALLS AND STAIRS	➤ Keep right on the stairs ➤ Follow transition arrows ➤ Walk	➤ Keep hands and feet to yourself ➤ Use appropriate language ➤ Keep moving	➤ Obey the bells ➤ Pick up litter
CAFETERIA	➤ Make healthy choices	➤ Line up appropriately ➤ Bring your own lunch money	➤ Clean up after yourself ➤ Recycle
WASHROOMS	➤ Wash your hands	➤ Limit your time ➤ Keep area clean and tidy	➤ Report vandalism ➤ Put all trash in the garbage
ASSEMBLIES	➤ Listen attentively to speaker ➤ Dress appropriately	➤ Sit quietly and attentively ➤ Respond appropriately	➤ Sit with your class ➤ Show appreciation ➤ Remain seated until your class is dismissed
GYM	➤ Be self directed ➤ Participate regularly ➤ Listen to speaker	➤ Be nice and friendly ➤ Include everybody ➤ Encourage all involved	➤ Co-operate ➤ Be motivated to do your personal best
BUS	➤ Sit appropriately ➤ Travel safely	➤ Follow the driver's rules ➤ Walk to the bus ➤ Be courteous	➤ Clean up your garbage ➤ Report dangerous behaviour ➤ Stay seated
ALL SETTINGS	➤ Dress appropriately	➤ Use scent free products ➤ Use appropriate language ➤ Use manners	➤ Keep all areas clean
SCHOOL DANCES	➤ Dress appropriately ➤ Dance appropriately	➤ Dress appropriately ➤ Dance appropriately	➤ Dress appropriately ➤ Dance appropriately

Expectations

Settings

	Respect for Self	Respect for Others	Respect for Environment	Respect for Learning
Classroom	Be prepared to give your best effort Dress, speak, act appropriately	Keep your hands and feet to yourself Be considerate Use good manners and appropriate language Speak in normal voice at appropriate time	Recycle Keep the school Clean	Be prepared with homework and supplies Respect others' efforts and contributions Be a good listener
Hallways, Stairs & Washrooms	Walk to the right Use inside behavior Keep moving	Use appropriate voice Keep hands and feet to yourself Be aware of space	Help keep school clear of debris/litter Enjoy/appreciate others' displays and space	Remember to be quiet in the halls and stairwells
School Grounds	Respect equipment and space Behave in a safe manner Follow expectations	Respect personal space Use appropriate language Practice sportsmanship	Place litter in garbage cans Take care with school property	Follow instructions and rules Use observations skills to promote safety Be positive with classmates
Cafeteria	Keep the school clean Make healthy food choices Use proper manners	Speak in appropriate voice and only to the people at your table. Keep it clean.	Treat furniture appropriately. Inside behavior Use machines appropriately.	Use listening skills. Use your good manners.
Library & Computer Lab	Work quietly. Explore opportunities appropriately. Respect environment.	Wait your turn. Return things in their proper place. Follow procedures for use of equipment.	Keep area tidy. Replace the things you use. Eat and drink elsewhere.	Share materials and equipment as needed. Use appropriate research sites. Respect equipment

Rules	Classroom	Hallway	Bathroom	Cafeteria
Prepared	-Have materials ready -Start drill immediately -Study daily	-Have Pass visible -Use locker at scheduled time	-Have Pass visible -Bring only necessary materials	-Bring appropriate money or bagged lunch -Get all utensils and food before sitting at table -Sit 8 to a table
Respectful	-Enter quietly -Participate positively -Raise hand to be recognized -Keep hands, feet, and objects to self -Use encouraging, polite and kind words	-Use indoor voice -Keep hands, feet, and objects to self -Use appropriate language -Use encouraging, polite and kind words	-Be polite and respect privacy -Keep hands, feet, and objects to self -Be quick and quiet -Use bathroom equipment appropriately	-Use encouraging, polite and kind words -Keep hands, feet, and objects to self -Keep area clean and throw away trash -Silence during announcements and dismissal
Responsible	-Take seat promptly -Have homework and classwork completed -Accept consequences without arguing or complaining	-Keep to the right -Take the most direct route to class -Accept consequences without arguing or complaining	-Flush -Wash hands -Throw away trash -Return to class promptly -Accept consequences without arguing or complaining	-Take direct route to lunch -Remain seated -Accept consequences without arguing or complaining

