**Activity 3.3 Consequence List Elementary**

 Do Regularly Want to

 Begin Doing

1. \_\_\_\_\_\_ \_\_\_\_\_\_ Redirect (1st section of Response Chart, Act. 3.2)
2. \_\_\_\_\_\_ \_\_\_\_\_\_ Non-verbal teacher cue
3. \_\_\_\_\_\_ \_\_\_\_\_\_ Private conference with student (before/after school)
4. \_\_\_\_\_\_ \_\_\_\_\_\_ Student plan for improved behavior, signed by parent
5. \_\_\_\_\_\_ \_\_\_\_\_\_ Re-teaching expected behavior
6. \_\_\_\_\_\_ \_\_\_\_\_\_ Verbal cues to appropriate behavior
7. \_\_\_\_\_\_ \_\_\_\_\_\_ Planned ignoring
8. \_\_\_\_\_\_ \_\_\_\_\_\_ Seating arrangement
9. \_\_\_\_\_\_ \_\_\_\_\_\_ Teacher proximity
10. \_\_\_\_\_\_ \_\_\_\_\_\_ Reflective time
11. \_\_\_\_\_\_ \_\_\_\_\_\_ Letter of apology to Teacher
12. \_\_\_\_\_\_ \_\_\_\_\_\_ Student call home with Teacher
13. \_\_\_\_\_\_ \_\_\_\_\_\_ Teacher call home
14. \_\_\_\_\_\_ \_\_\_\_\_\_ Time out in class
15. \_\_\_\_\_\_ \_\_\_\_\_\_ Student self-monitoring
16. \_\_\_\_\_\_ \_\_\_\_\_\_ Stay after school with teacher
17. \_\_\_\_\_\_ \_\_\_\_\_\_ Behavioral Contract
18. \_\_\_\_\_\_ \_\_\_\_\_\_ Restorative Practices
19. \_\_\_\_\_\_ \_\_\_\_\_\_ Class meetings

**Possible Tier 2 Interventions**

21. \_\_\_\_\_\_ \_\_\_\_\_\_ Daily Progress Reports for Students

1. \_\_\_\_\_\_ \_\_\_\_\_\_ Referral to support services
2. \_\_\_\_\_\_ \_\_\_\_\_\_ Teacher conference with admin
3. \_\_\_\_\_\_ \_\_\_\_\_\_ Running tally (“tracking” behavior)
4. \_\_\_\_\_\_ \_\_\_\_\_\_ Extra class work
5. \_\_\_\_\_\_ \_\_\_\_\_\_ Mentoring Program
6. \_\_\_\_\_\_ \_\_\_\_\_\_ F.B.A./B.I.P

Note: This is not meant to be a hierarchy. Teachers should choose the consequence that best fits the student, student motivation, circumstance, etc.