

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
22. _____	_____	Referral to support services
23. _____	_____	Teacher conference with admin
24. _____	_____	Running tally (“tracking” behavior)
25. _____	_____	Extra class work
26. _____	_____	Mentoring Program
27. _____	_____	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.