

Activity 3.3 Consequence List Secondary

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. _____	_____	Daily Progress Reports for Students
6. _____	_____	Re-teaching expected behavior
7. _____	_____	Verbal redirection
8. _____	_____	Pre-established cue for redirection
9. _____	_____	Seating arrangement
10. _____	_____	Teacher proximity
11. _____	_____	Letter of apology to Teacher
12. _____	_____	Student contract for improved behavior
13. _____	_____	Student call home with Teacher
14. _____	_____	Teacher call home
15. _____	_____	Teacher detention
16. _____	_____	Extra class work
17. _____	_____	Restorative practices
18. _____	_____	Restitution
		Possible Tier 2 Services
20. _____	_____	Referral to support services
21. _____	_____	Teacher conference with admin
22. _____	_____	Running tally (“tracking” behavior)
23. _____	_____	Mentoring Program
24. _____	_____	Differentiate instruction
25. _____	_____	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.