## Self Reflection: Classroom Consequence Systems

Adapted from Classroom Management: Self-Assessment

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Feature</th>
<th>Priority for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Place</td>
<td></td>
<td>High</td>
</tr>
<tr>
<td>Partial In Place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not in Place</td>
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</tbody>
</table>

### USE ACTIVE MONITORING

1. Moves about the room
2. Interacts positively with students
3. Visually scans the room

### PLANNED IGNORING

4. Use for appropriate behaviors (need for attention)
5. Teach student the plan before implementing
6. Reinforce replacement behaviors

### MANNER OF DELIVERING CONSEQUENCES

- Calm
- Immediate
- Brief
- Consistent
- Respectful

### CONTINUUM OF RESPONSES

- Prompt – provide a visual or verbal cue
- Redirect – restate the matrix expectation
- Re-Teach – Tell, show, practice, acknowledge
- Provide Choice – Range of alternatives
- Conference with student

### USE OF CONSEQUENCES

- Have a range of consequences
- Use teaching consequences when appropriate
- Use the ABC’s of behavior to determine most effective consequence

### TRACK MINOR BEHAVIOR PROBLEMS

- Easy and efficient to use
- Clear criteria for what constitutes a minor
- Clear criteria for when to provide student a copy of minor
- Clear criteria for when to notify parent

*Adapted from:
Name of Teacher ____________________________________________ Date __________________

Action Plan: Identify one or two areas that you will implement. Be specific in your plan.