

# Menu of Consequences

<p><b>4 Questions</b></p> <p>Not a consequence, but a step that comes before the consequence.</p>	<p><u>Structured Preferred Time</u></p>
<p><u>Abuse it, Lose it</u></p>	<p><u>Think Time</u></p>
<p><u>Natural/Logical Consequence</u></p>	<p><u>Community Service</u></p>
<p><u>Parent contact</u></p>	<p><u>Behave Out</u></p>

## Structured Preferred Time

**Explanation:** We work during work time. If a child chooses to “play” or be off task during work time, they will have structured preferred time (chosen by the teacher).

- Work during work time.
- Works for recess, any times of choice during the day, free time, technology choice time, etc.

### Examples:

- Complete a designated number of motor or sensory activities prior to joining friends on the playground.
- Losing a specific (favorite) piece of playground equipment or a specific playground activity (i.e. no playscape today, no football today)
- Designate a recess break space, an area on the playground for play. Draw a large rectangle on the ground with sidewalk chalk. Inside the rectangle, draw lines/paths/shapes. Instead of standing/sitting, kids can walk/run on the paths or jump/hop from shape to shape.
- During a time in the day when students have choice (stations, options of activities, etc...) teacher will decide or create a hierarchy of events. The student does not have choice.
- During a free time (any amount of time; 5 minutes at end of day or 15 minutes during the day), teacher structures the time.

# Think Time

**Explanation:** If the child needs a break from the environment, he/she can go visit a “calm down area” in your room OR in another teachers room.

- Set this up with a partner teacher ahead of time.
- Only 15 minutes MAX.
- Send them with something to accomplish so that the partner teacher doesn't have to deal with that piece.
- Only 1 student at a time..

## Examples:

- If the child requests a break, let him/her go to the calm down area in your room. As long as it is being used appropriately, you should praise the child for managing his/her emotions with a break.
- If you suggest your a child to take a break in either your room or another room and the student refuses, you should say “ok, but you will not be able to participate until you take this break” then most importantly, WALK AWAY. Please do not engage in the power struggle. Allow that child to be in your room, at least they are able to hear the curriculum. If removed, the child has no access to the curriculum. Once they have taken their break (think time), they can participate.
- Always make sure to invite the child back positively after a calm down “think time” break.

## **Abuse it, Lose it**

**Explanation:** If a child is not using materials or opportunities appropriately, they might lose that privilege for a certain amount of time.

- Remove the privilege if a behavior is inappropriate.
- Lots of different privileges can be removed.
- Make the loss fit the infraction.
- Be consistent. Follow through.
- Threats are no good.

### **Examples:**

- Technology
- Materials: scissors, glue, crayons
- Preferred chair
- Preferential seating (area in room)
- Group work (if attention is desired)

Allows for conversations around what a privilege is.

# Community Service

**Explanation:** Sometimes a child might break the contract and their is not a logical or natural consequence that can occur in that moment. You might need to assign a community service opportunity for that child to give back to the community.

- Doesn't need to be a long community service (CS) opportunity, just one that will give back.
- Can be completed right then, or during a preferred activity (free time).
- A conversation with the teacher is needed once that CS has been completed.

(Thank you for giving back to your community. What did you do that broke the social contract? What will you do differently next time? Great! You are an important part of our community and I'm glad you gave back and are ready to participate with us again. )

## Examples:

- Sharpen pencils
- Easy tasks the teacher needs to be completed.
- Clean something. (pick up the floor after each content area)
- Anything can become a task: check on turned in papers to make sure names are at the top, pick up trash on the playground for 5-10 minutes before playing, etc.
- These task can be anything task you or someone on your team needs to be completed, with minimal directions.

## **Parent Contact**

**Explanation:** Some infractions you will need to contact parents about. This often happens with persistent non-compliant behaviors.

- You may call in the moment during your day, or wait until after school.
- Always make sure you follow through. If you say you are going to call...make sure you do.

## **Behaving Out**

**Explanation:** If a child is in crisis, you need to remove the class and make sure you push emergency button for crisis team to come.

- Classroom evacuations should be practiced--not just performed in crisis. This is similar to a fire drill--be prepared!
- Practices should include the child that is normally in crisis.

## Structured Preferred Time

**Explanation:** We work during work time. If a child chooses to “play” or be off task during work time, they will have structured preferred time (chosen by the teacher).

- Work during work time.
- Works for recess, any times of choice during the day, free time, technology choice time, etc.

### Examples:

- Complete a designated number of motor or sensory activities prior to joining friends on the playground.
- Losing a specific (favorite) piece of playground equipment or a specific playground activity (i.e. no playscape today, no football today)
- Designate a recess break space, an area on the playground for play. Draw a large rectangle on the ground with sidewalk chalk. Inside the rectangle, draw lines/paths/shapes. Instead of standing/sitting, kids can walk/run on the paths or jump/hop from shape to shape.
- During a time in the day when students have choice (stations, options of activities, etc...) teacher will decide or create a hierarchy of events. The student does not have choice.
- During a free time (any amount of time; 5 minutes at end of day or 15 minutes during the day), teacher structures the time.

## Abuse it, Lose it

**Explanation:** If a child is not using materials or opportunities appropriately, they might lose that privilege for a certain amount of time.

- Remove the privilege if a behavior is inappropriate.
- Lots of different privileges can be removed.
- Make the loss fit the infraction.
- Be consistent. Follow through.
- Threats are no good.

### Examples:

- Technology
- Materials: scissors, glue, crayons
- Preferred chair
- Preferential seating (area in room)
- Group work (if attention is desired)

Allows for conversations around what a privilege is.

## Think Time

**Explanation:** If the child needs a break from the environment, he/she can go visit a “calm down area” in your room OR in another teachers room.

- Set this up with a partner teacher ahead of time.
- Only 15 minutes MAX.
- Send them with something to accomplish so that the partner teacher doesn't have to deal with that piece.
- Only 1 student at a time..

### Examples:

- If the child requests a break, let him/her go to the calm down area in your room. As long as it is being used appropriately, you should praise the child for managing his/her emotions with a break.
- If you suggest your a child to take a break in either your room or another room and the student refuses, you should say “ok, but you will not be able to participate until you take this break” then most importantly, WALK AWAY. Please do not engage in the power struggle. Allow that child to be in your room, at least they are able to hear the curriculum. If removed, the child has no access to the curriculum. One they have taken their break (think time), they can participate.
- Always make sure to invite the child back positivity after a calm down “think time” break.

## Community Service

**Explanation:** Sometimes a child might break the contract and their is not a logical or natural consequence that can occur in that moment. You might need to assign a community service opportunity for that child to give back to the community.

- Doesn't need to be a long community service (CS) opportunity, just one that will give back.
- Can be completed right then, or during a preferred activity (free time).
- A conversation with the teacher is needed once that CS has been completed.

(Thank you for giving back to your community. What did you do that broke the social contract? What will you do differently next time? Great! You are an important part of our community and I'm glad you gave back and are ready to participate with us again. )

### Examples:

- Sharpen pencils
- Easy tasks the teacher needs to be completed.
- Clean something. (pick up the floor after each content area)
- Anything can become a task: check on turned in papers to make sure names are at the top, pick up trash on the playground for 5-10 minutes before playing, etc.
- These task can be anything task you or someone on your team needs to be completed, with minimal directions.

## Parent Contact

**Explanation:** Some infractions you will need to contact parents about. This often happens with persistent non-compliant behaviors.

- You may call in the moment during your day, or wait until after school.
- Always make sure you follow through. If you say you are going to call...make sure you do.

## Behaving Out

**Explanation:** If a child is in crisis, you need to remove the class and make sure you push emergency button for crisis team to come.

- Classroom evacuations should be practiced--not just performed in crisis. This is similar to a fire drill--be prepared!
- Practices should include the child that is normally in crisis.

## Classroom

Problem	Consequence
Students destroy classroom property or misuse classroom materials.	• Clean up or replace materials if necessary.
Students don't complete work or waste learning time.	• The students have to finish work on their own time (recess, homework, etc.) • The students have to finish their work instead of participating in a fun classroom activity.
Students are running in the classroom.	• Take a break. • Walk back and try again.
Students are talking excessively.	• Take a break. • Move the students desk and make them sit alone. • Do not allow the student to work with a group or partners.
Students are not returning notes or assignments.	• Have the child contact their parent/guardian by phone explaining the situation.
Students are using nasty/unfriendly language.	• Students must apologize for their action. • Practice using alternate language at an alternate time.
Students are not participating in a lesson.	• Have the students take a break. • The students have to finish their work on their own time (recess, homework, etc.) • The students have to finish their work instead of participating in a fun classroom activity.
Students are disrespectful.	• Take a break. • Give students time away. • Students must apologize for their action. • Practice using alternate language at an alternate time.
Students are using a classroom supply incorrectly.	• Lose privilege to use that supply.

# Logical Consequences

## "Cheat Sheet"

### Hallway

Problem	Consequence
The whole class does not follow the rules in the hallway.	• Go back to the room and practice again. • Take the whole class on the walking path during recess to practice desired hallways behavior (teacher led).
A certain student is messing around in line.	• The student must have a specific place in line. • The student moves to the end of the line and tries again.
Students are talking at the drinking fountain.	• Loss of privilege of having a drink.
Students are running in the hallway.	• Go all the way back to the starting point and try again.

### Bathroom

Problem	Consequence
Students are talking and/or not following the bathroom rules.	• Not allowed to be in the bathroom without supervision (adult or peer).
Students soil the bathroom in other places than the toilet.	• Clean it up.
Students put miscellaneous items in the toilet.	• With the custodian's assistance, fish items out and clean up the area.
Students put paper towels on the floor.	• Pick up paper towels for a certain number of days
Students play with water and soap and make a mess.	• Clean up mess if necessary and a loss of privilege going to the bathroom alone.

## Classroom

Problem	Consequence
Students write on a desk or other school property.	• Clean up or replace materials if necessary.
Students talk to their neighbor during work time or at an inappropriate time.	• Move the student away from the group or neighbor.
Student has a lining up infraction.	• Go to the end of the line. • Walk on the other side of the hallway, away from the class. • Hold the teacher's hand (depending on grade level).
Students are wasting time in the morning (before a morning meeting).	• Loss of privilege to participate in all of morning meeting.
Students are not showing expected, positive behaviors.	• Review and practice behavior expectations. • Have students model the correct behavior. • Have the entire class model and practice the correct behavior.

### Arrival

Problem	Consequence
Students are talking at inappropriate times (pledge, waiting in line, etc.).	• Review and practice behavior expectations. • Go back to the point of origin and wait until students are quiet.
Students are running at inappropriate times.	• Review and practice behavior expectations. • Walk back and try again.
Student refuses to line up with the class.	• Loss of privilege of lining up with class. • Loss of privilege of outdoor waiting area until student regains responsibility. • Practice lining up at another time.