

Menu of

Corrective Consequences



Corrective Consequence	DOs	DON'Ts	Examples
Restitution - Repair the damage	<ul style="list-style-type: none"> ★ Use this strategy to repair damage to property or social relationships. ★ Increase the amount the student must pay back when using this strategy repeatedly. 	<ul style="list-style-type: none"> ➔ Assign consequences that are not logically or naturally related to repairing the damage caused by the problem behavior. 	<ul style="list-style-type: none"> ➤ Student writes the teacher an apology letter after yelling, "This is a ridiculous waste of my time!" during a math task. ➤ Student rehangs posters he tore off the wall in the hallway.
Time Owed - Pay it back	<ul style="list-style-type: none"> ★ Use with frequent or long-lasting behaviors that disrupt instruction. ★ Have students pay back time during preferred activities, which may vary across students. ★ Determine what the student will do when paying back time. ★ Limit one-to-one attention. 	<ul style="list-style-type: none"> ➔ Assign more time than the student can pay back. 	<ul style="list-style-type: none"> ➤ Student sits quietly at his desk during the first 3 minutes of recess after yelling for 3 minutes of math class.
Behavior Reflection Form - Reflect on it and plan	<ul style="list-style-type: none"> ★ Have the student plan for what to do next time. ★ Consider the student's ability to write words/sentences and answer questions about past events. 	<ul style="list-style-type: none"> ➔ Require use of academic skills the student does not have. 	<ul style="list-style-type: none"> ➤ Student completes the following sheet after saying, "I will beat your a**!" to a peer who called her shirt ugly. <div> Name:_____ Date:_____ 1. What happened: 2. What I did: 3. The expectation/rule I violated: 4. What I will do next time: </div>
Response Cost - Pay with tokens or points	<ul style="list-style-type: none"> ★ Implement a classwide reinforcement system using points, tokens, etc. ★ Teach students which behaviors will result in loss of points, tokens, etc. ★ Use consistently and sparingly. ★ Implement throughout the day OR only during times when problem behaviors are common. 	<ul style="list-style-type: none"> ➔ Remove more points, tokens, etc. than a student has or can earn. ➔ Remove points, tokens, etc. for behaviors not previously specified. 	<ul style="list-style-type: none"> ➤ Student loses two points after telling a peer that his answer is "stupid". ➤ Student loses one token after throwing a block during centers.

Timeout (TO) in Classroom - Move away from the group or activity	<ul style="list-style-type: none"> ★ Use TO from small group instruction or TO to desk with elementary students. ★ Make small group instruction particularly engaging and fun for peers who are not in TO. ★ Use TO to a certain area of the classroom with elementary and middle school students. ★ Locate the TO area in a low traffic area that is easily visible to the teacher. ★ Use practice and feedback to teach students the TO routine before implementing in the classroom. ★ Keep TO durations short (3 - 5 mins). 	<ul style="list-style-type: none"> ➔ Use when a student's behavior serves the function of escaping or avoiding instructions, tasks, or social interactions. ➔ Continue to use repeatedly if problem behavior does not improve or begins to occur more often. ➔ Use TO as a strategy to teach or promote a break request or self-regulation skills. 	<ul style="list-style-type: none"> ➤ A kindergarten student is sent to sit off the rug for 1 minute after repeatedly pushing peers during small group instruction. ➤ A second grade student is instructed to put his head on his desk for 3 minutes after repeatedly talking to peers during independent work time. ➤ A sixth grade student is sent to the classroom TO area for 5 minutes after he wads up the graded exam his teacher just returned and throws it toward her.
Timeout (TO) Outside the Classroom - Leave the classroom	<ul style="list-style-type: none"> ★ Use when a student is likely to engage in problem behavior during an in-class TO. ★ Keep work expectations in place during the TO. ★ Use practice and feedback to teach the TO routine before implementing. <ul style="list-style-type: none"> ○ Where to go ○ What to do during TO ○ When/how to return from TO 	<ul style="list-style-type: none"> ➔ Use when a student's behavior serves the function of escaping or avoiding instructions, tasks, or social interactions. ➔ Continue to use repeatedly if problem behavior does not improve or begins to occur more often. ➔ Use TO as a strategy to teach or promote a break request or self-regulation skills. 	<ul style="list-style-type: none"> ➤ An eight grade student is sent to TO in the office after she responds to a writing prompt by saying, "This is bullsh**!" and pounding her desk with her fists.
Positive Practice - Practice the right way	<ul style="list-style-type: none"> ★ Use when the student already knows the expected behavior. ★ Use when the expected behavior is easily practiced. ★ If using positive practice repeatedly, have the student practice the expected behavior multiple times. 	<ul style="list-style-type: none"> ➔ Use when a student's behavior serves the function of gaining adult attention. ➔ Continue to use repeatedly if problem behavior does not improve or begins to occur more often. 	<ul style="list-style-type: none"> ➤ During whole-group instruction, a student calls out, repeatedly, "I need to go to the bathroom!" The teacher responds by having the student practice keeping a quiet voice while demonstrating the appropriate hand signal to request a bathroom break.

<p>Detention - Spend time in a boring setting</p>	<ul style="list-style-type: none"> ★ If applicable, follow the school-wide detention policy. ★ Teach students which behaviors will result in detention prior to assigning detention. ★ Consider having students complete assigned work during detention. 	<ul style="list-style-type: none"> → Allow access to preferred items or activities (such as cell phones, computers, tablets, conversations with peers, Legos, listening to music, etc.) during detention. → Assign detention for behaviors not previously specified. 	<ul style="list-style-type: none"> ➤ A tenth grade student is assigned after-school detention when he is found visiting with friends in the hallway (skipping class) during his geometry period.
<p>Office Discipline Referral - Go to the office</p>	<ul style="list-style-type: none"> ★ Use in response to problem behaviors that are illegal, physically dangerous, severely disruptive, or chronically unresponsive to intervention. ★ If applicable, follow the school-wide policy and procedures. ★ Teach students which behaviors will result in an Office Discipline referrals. ★ Use as a temporary solution while appropriate interventions are selected. 	<ul style="list-style-type: none"> → Use for behaviors not previously specified. → Use as an initial response or long-term strategy for responding to minor problem behaviors. → Use frequently or inconsistently. 	<ul style="list-style-type: none"> ➤ A fourth grade student is referred to the office when he throws his textbook at his teacher, grabs the teacher's computer from her desk, and throws her computer into the wall.