P-5: Establish behavior management plans

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Consequences that work – Secondary
Structures that make rules work by encouraging desired behavior and deterring misbehavior

Why have consequences?

o They tell students what happens if they break a rule
o They tell students what happens if they follow a rule
o They introduce choice – once students know the consequence, they are choosing their destiny when they choose to break the rule
o They are an effective way to teach self-discipline (i.e., the cause and effect relationship between action and consequence)
o They serve as feedback for student behavior - just like with academic learning, feedback is critical to behavioral learning

What are criteria for effective consequences?

Characteristics	Rationale	Examples to Follow	Examples to Avoid
Gradual	Gradual consequences progressing from less severe to more severe as misbehavior is repeated.* This sends the message that students have the potential to behave and simply need to understand and choose to follow the expectation. When they repeat the misbehavior, they choose the more severe consequences.	1. Warning 2. Short detention after class or school 3. Written plan for improvement 4. Guardian contact 5. Severe clause: Sent to principal	1. Warning 2. Sent to office or 1. Phone call home 2. Parent conference 3. In school detention
Logical or natural	Natural consequences follow from the event or situation, as students are allowed to experience the outcome of their poor choices or behavior, highlighting the rationale	If a student runs to be the first in line, he receives a warning and is asked to walk instead at the end of the line. (natural)	When a student is disrespectful to a group member during group work, they are allowed to remain in the group but are held in from recess. (neither logical nor natural)

P-5: Establish behavior management plans

	of the rule. Logical consequences are structured learning opportunities arranged to teach appropriate behavior.	When a student misbehaves during rehearsal for a play, she receives a warning and is told that if the poor behavior continues, she will have to sit out of the rehearsal until the next day. (logical)	Having students write "standards" (i.e., writing "I will listen to the teacher" 100 times) (not logical – it does not teach students how to improve their listening skills and it might suggest to students that writing is a punishment)
Maintain student dignity	Consequences should be consistent from student to student, and delivery of consequences should always address the particular behavior in question, not the student as a person and his or her behavioral history.	If three students interrupt the teacher during a class period, they all receive a warning.	If three students interrupt the teacher during a class period, the first gets ignored, the second gets a harsh warning, and the third student, who has a history of not raising his hand, gets detention after school because the teacher is so "fed up" by that time.
Likely to encourage desired behavior	Ultimately, if your consequences aren't meaningful for students, they won't be effective, even if they meet the criteria above. Your negative consequences must be undesirable and the positive consequences must be desirable for your students	This will depend on your students' age and interests. View examples of common effective consequences for secondary students below. Ultimately, you will need to get to know your students to determine what consequences will work best for them.	Requiring students to attend a school-wide detention that is widely known to be minimally effective. Recognizing good behavior in 11th graders by giving them stickers.

* In the case of severe behavior that stops the entire class from functioning (e.g., fighting between students) students forfeit the right to move through the hierarchy of consequences. Such behavior calls for immediate removal from the classroom. However, save administrative intervention for extremely serious offenses such as fighting. Involving administration takes the situation out of your control and students may no longer see you as the ultimate authority.

What are examples of effective negative and positive consequences?

Negative consequences
Sample progression of negative consequences
Positive consequences

P-5: Establish behavior management plans

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Negative Consequences

Consequences	Description
Call or write home	You might have students fill out a form that encourages them to reflect on their behavior. A family member should be required to read over and sign the reflection form before the student returns it to you the next day. If you have access to a phone and a free period you might have the student call home with you during a break in the day. Or, you could call a family member in the evening or send a note home with the student. When communicating with the family member about the misbehavior, always begin with a sincere positive comment about the student, explain the specific misbehavior that occurred that day, and state your confidence that the student will make positive choices in the future.
Send student to another room	Many teachers have arrangements with a nearby colleague where they can bring a student to the other teacher's classroom to work independently on an assignment. This strategy serves to provide the student with a chance to calm down and regroup. Be sure to avoid communicating an attitude of "good riddance" and do not use this strategy regularly. Leaving your room with no further consequence might be exactly what your student wants.
Revoke privileges	At the secondary level, where you have most students for only one period each day, revoking privileges is a less common consequence. However, some secondary corps members report success with revoking the privilege of hallway time between classes. Asking a student to remain in your classroom for 3 of the 5 minutes between periods (obviously, you can't make them late to their next class), while their friends are able to chat and laugh in the hallway, can be a strong deterrent to misbehavior. Based on behavior, teachers may also choose to revoke special privileges like attending field trips or grade-level activities (e.g. "senior" privileges for 8th or 12th graders)
Move student to another seat	When a student is distracting – or seems distracted by – a nearby student, you should move him or her to another seat. This immediate seat move can also be effective with older students. Some teachers suggest going a step further and creating a new, well-considered seating chart to implement the very next day if you discover there are several pairs or groups of students that need to be separated.
Reflection or Behavior Essay	Have a student write a note of apology or a reflection on how to make better choices in the future. See the Tools section for a sample Reflection Journal and Behavior Essays.
Conference with the coach	Secondary teachers should make an effort to develop strong relationships with the athletic staff of their school. Coaches often have great influence on students, especially if children are jeopardizing their athletic eligibility by potentially failing your class. Having a conference with the coach is a consequence that applies to individual students and probably wouldn't be part of your overall consequence system.
Detention	Though you should check with your administration on the exact policies involved, you may have the authority to assign lunch or after-school detention to disobedient students. During detention, a student might have to clean all the desks in your classroom after defacing his, or complete a form

P-5: Establish behavior management plans

	that explains what he did wrong, why he made a poor choice, and what he plans to do when faced with a similar choice in the future.
"Hands are Not for Hurting"	If students use their hands to hurt others, you might consider requiring them to use their hands to *help* others instead. The Hands are Not for Hurting Project is a non-profit organization that has developed a program of non-violence and conflict resolution.[1] See the Tools section for more information on introducing and using this.
"On the Porch"	When students misbehave at the KIPP academies, they are relegated to "the porch," which comes from the expression, "If you can't run with the big dogs, stay on the porch." When a student is on the porch, she is not allowed to sit or eat with the rest of her class and she must write a letter of apology explaining what she did and why she is sorry.

Sample progression of negative consequences

- Verbal warning
- Teacher - Student Conference
- Parent Phone Call
- Office Notification
- Severe disruption/fighting: Immediate removal from class

Positive consequences

Note: These positive reinforcements can be used both to reinforce behavior and to encourage students to work hard toward academic achievement (I-4).

- Praise – read about how to deliver praise effectively on the E-4 page
- Positive phone calls home (read more about involving student influencers on the I-6 page)
- Other extrinsic rewards (e.g. tickets, raffles, prizes, team/group/class points, etc.)

Why and how should I track consequences?

Tracking consequences is a way to maintain transparency and organize your management system.

What are the benefits?

- **Transparency for students** - students are more motivated to behave when they know what is expected of them and when they can track their progress towards the ultimate goal of exemplary behavior. Plus, if they don't know where they are on the hierarchy of consequences, they can't make informed decisions about how to behave.
- **Transparency for you** – if you don't know how many warnings a student has, then you don't know what consequence to enact at the next instance of misbehavior.
- **Good for your records** - you will need these citations for parent conferences, for proof during a disciplinary hearing, and for your own reflection on your interaction with students. Plus, you can always refer back to your records – and point back to the appropriate entry – if a student says this is her first offense.

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[1] http://www.handsproject.org/home.html, accessed 1/30/06.

P-5: Establish behavior management plans

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Systems for tracking student behavior

System	Explanation

Public Consequence Logs	• At the secondary level (because traffic lights are too childish and a card chart for each section of students might take up too much space) some teachers post a piece of paper that represents each class of students.
	   ○ When a student first breaks a rule, the teacher gives a verbal warning and puts the student's initials on his or her class's sheet.
	   ○ For any rules broken by the student after the warning, the teacher puts a check by the initials (one check = stay after class, two checks = fill out a behavior reflection form after school, three checks = parents contacted).
	   ○ These sheets are taken down every Friday and put into a binder for future reference, and new, blank sheets go up for Monday morning.
	
	• A variation on this system is to have a region of your chalkboard where you note students' initials and checks. However, you may not want to take up space on your board for that, and chalk can be accidentally (or intentionally) erased.

Private Consequence Logs	• While the public logs allow students (and their peers) to see the consequence level for any misbehaving student on the wall, some secondary teachers set up a more private system in which students sign a class clipboard and write a quick explanation of what they did wrong each time they break a rule. For example:
	   ○ After a verbal warning for the first offense, Melissa is required to stay after class for a quick conference with the teacher. There, she signs her name and explains her poor behavioral choice on the appropriate clipboard. The next time Melissa breaks a rule, she must stay after school for a longer conference and again sign the clipboard. At the third offense, Melissa's parents are called; at the fourth, her parents are cordially invited to come to school and sit in the classroom with her.
	   ○ A student must also sign the clipboard when late to class or if he doesn't bring in his homework (if he later brings in the assignment the teacher highlights the student's name on the clipboard signifying she received it).
	
	I had a clipboard with a behavior tracking sheet for each day of the week for each class. For each student, I would circle "W" for a warning, "2" for the second time I had to speak to him or her about something, "3" if he or she earned a detention. If the student got to three, the student had to take home a slip with checked boxes explaining why the student had earned the detention and get it signed by a parent. The next day, students would start over. This chart allowed me to see at a glance how each student behaved for the week, and it gave me evidence when I called parents. And the best thing was that rather than getting involved in arguments, I could calmly mark my chart and move on with class.
	
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	• Corps members who use this system find that having students sign their name formalizes their poor choice and serves as a record for parent conferences.
	• The clipboard-based system of Timothy Hearn, a teacher at Frederick Douglass Academy in Harlem, was described in the January 2004 issue of *Teacher Magazine*. He tracks his students' behavior and participation in class using a chart and symbols he created. See Tools section for a sample of Mr. Hearn's Weekly Behavior Record Sheet.

P-5: Establish behavior management plans

Positive Behavior	These can exist separate from negative consequences tracking systems. i.e., even if a student is a little farther down the consequence ladder, s/he can still be moving up on positive consequences. This suggests to students that they have a second chance and doesn't undermine their motivation for the rest of the day. For instance, secondary teachers use logs for tracking positive verbal or written praise (usually given discreetly as secondary students often don't like public praise from teachers). In addition to tracking negative consequences, Mr. Hearn's Weekly Behavior Record Sheet (see Tools section) can also be used to note positive behavior.