

“Hierarchy of Consequences” Chart Packet

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Instructions for Delivering “Hierarchy of Consequences” Intervention Chart Activity

- I. Create a chart on a tri-fold, poster board, or draw out on a white board and/or chalk board. Refer to the “Hierarchy of Consequences” handout for the level, student infractions, and teacher interventions columns. Prepare infraction and intervention cards on card stock paper or index cards (laminating is optional).
- II. Activity: Levels of Intervention - Refer to “Hierarchy of Consequences” Poster/Tri-fold Chart.

A. Student Infractions/misbehavior cards:

- Divide student infraction cards evenly among the groups and instruct them to discuss what level of severity the infraction falls into.
- Begin with the minor level – ask participants who believe the infraction is minor to stand and come forward.
- As a group, have participants to:
 1. Agree or Disagree (thumbs up/down) – Read aloud the infraction and have participants to use a thumbs up/down to respond. If the majority of the group is in agreement, post the student infraction card on the chart in the minor column. If the group is not in agreement, ask the participant to step aside for a later review after the other minor infraction cards are posted. After all the infraction cards that the group is in agreement with are posted, refer back to the infractions that need further discussion. Elicit other responses related to the card infraction and correct level of severity and take note of the “gray” areas and discuss the contributing factors below. Repeat process for both moderate and severe levels.

**note – that borderline offenses may have contributing factors such as: frequency, tone, intent, body language.*

**note- there will more discussion among participants regarding infractions that fall on the cusp/borderline areas of the offense level*

B. Teacher Interventions:

- Pair up and think/pair/share - beginning with minor infractions, have participants list 5 interventions to match infractions posted on Hierarchy Chart.
- As teachers share out interventions in round robin fashion, the trainer pulls matching/similar intervention cards and posts in appropriate level on chart. Repeat process for moderate and severe.

C. Conclusion:

- Overview chart – ask participants what they observe and compare student infraction/teacher intervention.
- Ask the Essential Question; “What happens if...unmatched??
Answers: frustration; resentment if too harsh; more testing if too soft
- Problem solves solutions for creating consistency and fairness.

Hierarchy of Consequences

Use this chart as a guide for defining consequences of disruptive behavior in your classroom.

Level	Student Infraction	Teacher Intervention	Description
Severe	<ul style="list-style-type: none"> • Shoving/pushing teacher • Threatening a teacher • Physical fighting w/another student • Cussing @ teacher • Threatening another student • Destruction of school property 	<ul style="list-style-type: none"> • Refer to principal's office • Refer to counselor/special services • Write behavior contract • Arrange formal parent/admin. conference 	<ul style="list-style-type: none"> * through formal parent conference special services may be arranged *use of cumulative discipline form effectively documents
Moderate	<ul style="list-style-type: none"> • Cussing @ another student • Throwing objects • Repeated verbal altercation w/teacher • Repeated defiance toward instructions • Verbal altercation w/teacher • Repeated verbal altercation w/another student • Verbal altercation w/another student • Cussing in general 	<ul style="list-style-type: none"> • Arrange formal parent/PLC conference • Assign after-school detention • Contact parent • Assign penalty • Withhold privilege • Teacher/student conference 	<ul style="list-style-type: none"> *withheld privileges may be recess, computer time, or withdrawn from group *penalties may be an assigned classroom task or extra written assignment explaining misbehavior *establish parent contact through e-mail, phone or progress notes

*Note – Infractions listed in this font may borderline on the “Serious Level” depending upon contributing factors such as: Tone, Intent, Body Language, Situation, and History.

<p style="text-align: center;">Minor</p>	<ul style="list-style-type: none"> • Arguing w/Teacher • Arguing w/another student • Repeated disruptive/off - task behavior • Disruptive Behavior • Repeatedly asking for directions • Throwing Paper • Sleeping/falling asleep • Zoned out/non-attentive • Off-task behavior • Talking out • Out of chair w/out permission 	<ul style="list-style-type: none"> • Informal teacher/student conference • Apply cut-off technique • Apply check-in procedure • Change seat • Re-direct to task • Change activity • Direct a question • Gesture • Proximity • Nonverbal cues 	<p>*establishing eye contact or signaling to stop inappropriate behavior</p> <p>*other ways that avoid interrupting instruction is to ask a question or modify the activity to increase participation</p> <p>*if behavior continues, issue desists, in assertive tone, such as check-in procedure or change seats</p>
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Minor:

TALKING OUT

OUT OF CHAIR

W/OUT

PERMISSION

DISRUPTIVE

BEHAVIOR

OFF-TASK

BEHAVIOR

**THROWING
PAPER**

**ZONED OUT/
NON-ATTENTIVE**

**SLEEPING/
FALLING ASLEEP**

**REPEATEDLY
ASKING FOR DIRECTIONS**

**REPEATED
DISRUPTIVE/
OFF-TASK
BEHAVIOR**

**ARGUING
W/ANOTHER
STUDENT**

**ARGUING
W/TEACHER**

Moderate:

VERBAL

**ALTERCATIONS
W/ANOTHER
STUDENT**

**REPEATED
VERBAL
ALTERCATIONS
W/ANOTHER
STUDENT**

**CUSSING
IN GENERAL**

**VERBAL
ALTERCATIONS
W/TEACHER**

**REPEATED
DEFIANCE
TOWARD
INSTRUCTIONS**

**REPEATED
VERBAL
ALTERCATIONS
W/TEACHER**

**CUSSING @
ANOTHER
STUDENT**

**THROWING
OBJECTS**

Severe:

**THREATENING
ANOTHER
STUDENT**

**CURSING @
TEACHER**

**THREATENING
A TEACHER**

**SHOVING/
PUSHING
TEACHER**

**PHYSICAL
FIGHTING**

**W/ANOTHER
STUDENT**

**DESTRUCTION
OF SCHOOL
PROPERTY**

Minor:

**USE NON-VERBAL
CUES/GESTURE**

**MOVE CLOSER
(Proximity)**

**DIRECT A
QUESTION**

**CHANGE
ACTIVITY/
ELIMINATE
DOWNTIME**

**RE-DIRECT
TO TASK**

ISSUE BRIEF

DESIST/

WARNING

(Apply Cut-off Technique)

CHANGE SEAT

APPLY

CHECK-IN

PROCEDURE

**(Have student state rule or)
instructions**

**INFORMAL
TEACHER/
STUDENT
CONFERENCE**

Moderate:

**TEACHER/
STUDENT
CONFERENCE**

**WITHHOLD
PRIVILEGE**

**ASSIGN
PENALTY**

**CONTACT
PARENT**

**ASSIGN
AFTER-SCHOOL
DETENTION**

**PLC/PARENT
CONFERENCE**

SEVERE:

**ARRANGE
FORMAL
PARENT/ADMIN.
CONFERENCE**

**WRITE
BEHAVIOR
CONTRACT**

**REFER TO
COUNSELOR/
PSYCHOLOGIST**

**REFER TO
PRINCIPAL'S
OFFICE**

**REFER TO
ALTERNATIVE
SCHOOL
SETTING**

