

Managing Consequences

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place		High	Med	Low
			1. Positive consequences are identified.			
			2. Positive consequences are delivered consistently and as immediately as possible.			
			3. Positive consequences are delivered at a high rate.			
			4. Positive consequences emphasize social reinforcers versus tangible reinforcers as much as possible.			
			5. There are positive consequences that are delayed and longer-term reinforcers.			
			6. Positive reinforcers are varied.			
			7. There are opportunities for individual, group and whole class reinforcers.			
			8. The positive consequences system has been carefully explained to the students.			
			9. Positive consequences are the primary focus of the teacher.			
			10. Negative consequences are identified.			
			11. Negative consequence is consistently delivered following the occurrence of the problem behavior.			
			12. Negative consequences are mild.			
			13. Negative consequences are followed with positive consequences at earliest appropriate opportunity.			
			14. Behaviors which warrant classroom follow-up versus an office referral are clearly identified.			
			15. More serious consequences are delivered by administration.			
			16. There is a system for issuing an office referral.			
			17. There is a system for dealing with a crisis or emergency situation.			
			18. A systematic correction procedure is established for problem behavior.			

*Adapted fro Geoff Colvin's Classroom Strategies

Name of Teacher _____ Date _____