Consequence Hierarchy

Step 1: Define the negative behavior as specifically as possible.
    Non-Example:
        -The student is aggressive
        -The student is in someone else's space
    Example:
        -The student hits another person
        -The student throws an object at a person
        -The student is within 4 inches of another person's body
        -The student screams for 5 seconds

Step 2: Determine the activity the student will earn.
    Examples:
        -iPad time
        -Recess
        -Preferred activity
        -Series of objects to play with
        -Time with a preferred staff member
    Considerations:
        -Does the student earn this one, two, or three times a day?
        -Where will the student go to get this?

Step 3: Create levels to take time or choices off a prespecified activity
    Example: Student starts with 7 minutes of time for a preferred activity. Student has ten levels to take off, but will always get at least 2 minutes and 7 seconds of time for the activity.
        -33 Seconds off…
        -47 Seconds off…
        -1 minute 14 seconds off…
        -1 minute 48 seconds off…
        -2 minutes 7 seconds off…
        -2 minutes 39 seconds off…
        -3 minutes 23 seconds off…
        -3 minutes 57 seconds off…
        -4 minutes 34 seconds off…
        -4 minutes 53 seconds off…

    Example: Student gets 8 minutes to play dress ups at the end of the day. When student displays the negative behavior one choice is removed. Do not make the first choice taken away the students favorite option.
        -Removal of Rapunzel costume
        -Removal of Jasmine costume
        -Removal of Cinderella costume

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-Removal of Brave costume
-Removal of Elsa costume

Step 4: Teach the student the plan
-Clearly define what the student will lose time or choices for doing. It can be helpful to provide examples and non-examples to the student. Allow the student to ask questions and make sure they clearly understand what the expectation is.
-A consequence hierarchy **must** be paired with a way to teach the student an appropriate behavior (i.e. point card, positive feedback, etc.). If the student is losing all the time, but not earning any point cards it might be time to reassess.
-Consider making the removal of time a visual. For example, use Velcro to attach times and remove one at a time.
-The student should be able to see how much time they have throughout the day.
-Do not remove levels in the heat of the moment. This may cause the student to escalate more.