



*A Union of Professionals*

**AFT ER&D**

A Professional Development Program

## **Developing Consequences for Problem Behavior**

### **The functions of a continuum of negative consequences:**

- Minimize the reward students experience for antisocial behavior.
- Minimize the extent to which antisocial behavior interrupts active instruction.
- Increase the predictability and consistency of consequences for problem behavior. Students, faculty, and administrators all know what is expected, and what will happen if antisocial behavior occurs.
- Negative consequences should be designed to (1) prevent rewards for problem behavior, (2) allow the day-to-day functions of the school to continue, and (3) deliver a clear message to the student and his/her family that the problem behavior was unacceptable.
- Negative consequences should not be expected to change the behavior pattern of the student. Only when negative consequences are combined with active instruction and support should durable change in student behavior be expected.

### **Define unacceptable behaviors:**

- Keep definitions simple, clear and operational.
- Use a small number of mutually exclusive definitions. If a problem behavior fits more than one definition, change the definitions or drop one of the problem behavior categories.
- The set of definitions needs to be comprehensive. Any problem behavior needs to be represented by a category and definition.

### **Consequences for unacceptable behaviors:**

- All faculty members should be clear on which problem behaviors are managed in the classroom versus which problem behaviors result in an office discipline referral.
- Consequences should be defined that result in minimal interruption of instruction.
- Establish a continuum of consequences that match the level or intensity of the problem behavior.
- There should be consistency across faculty and administration when using negative consequences.
- Consequences for antisocial behavior should protect the safety of students and adults.