

# Idea 8

## Consistently Consistent

When using consequences with students who have ADHD, teachers should be consistently consistent. When teachers inconsistently apply consequences for misbehavior, students may continue to “get away with” misbehavior, or they may feel that they are being treated unfairly, which could result in ineffective consequences. A simple chart that can help teachers be consistently consistent with students is provided.

### Here’s how to use the Consistent Consequence Chart.

- ❖ First, copy the chart onto a transparency, so that it can be projected and easily seen by all students in the class.
- ❖ Across the top of the chart, write the continuum of consequences for misbehavior in the classroom. For example, the first intervention might be the “Look” (purposeful eye contact and a stern look that says, “Stop it”). The next consequence could be a verbal reminder. If the misbehavior continues, the next step might be a brief one-to-one conference in the hallway, followed by lunch detention, and then a call to parents.

**Consistent Consequence Chart**

	1 Look	2 Verbal Reminder	3 1:1 Conference	4 Lunch Detention	5 Call Parents	6
Alice	X	X	X			
Barton		X				
Bachi		X	X			
Delbert						
Georgia						
Ingrid		X	X	X		
Joshua						
Jane		X	X			
Kathy						
Keishah						
Lamont						
Moses						
Pat						
Penny						

The list of consequences should reflect what each teacher has decided to use and will actually implement. The teacher should write his or her consequences simply and briefly. We recommend 4 to 6 steps, since using more may allow too much disruption and make it difficult to maintain order in the classroom.

- ❖ Down the left side of the chart, write the name of each student, in alphabetical order. Secondary teachers who have more than one class should fill in one chart for each section they teach.

