THE CONSEQUENCE WHEEL FOR ADMINISTRATORS

The adult nervous system reflecting on consequences

Do our school-wide consequences feel consistent within our school's classrooms? What are my emotional triggers? Can I model this awareness for my staff?

Are we as
a staff checking
in with our nonverbal
communication
when delivering
consequences?

As a school, what are we desiring from the consequences given: Creating trust? Connection? Boundaries? Control? Getting even/ Revenge?

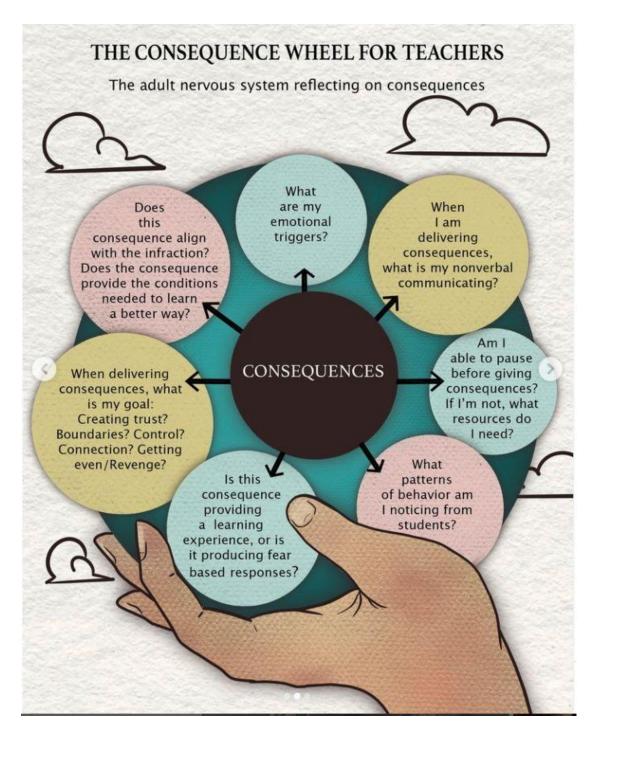
CONSEQUENCES

How am
I supporting
my staff in being
able to take a pause
before delivering
consequences?

Do our building-wide consequences and procedures providing predictable learning experiences, or are they providing fear-based responses?

Do our consequences align with the infractions?
Do our consequences provide the conditions needed to learn a better way?

How can I support our school explore patterns of behavior and dysregulation through our discipline data?



THE CONSEQUENCE WHEEL FOR STUDENTS

Co-created consequences:

These should change frequently. The guidelines and norms we set up in August should not be the same as when we end the school year, because these change as students' nervous systems develop and grow throughout the year.

Is there another consequence that would feel fairer?

Does this

consequence make sense based upon my behavior? Please explain. What are my emotional triggers? Have I been given the time or space to identify these?

CONSEQUENCES

What
am I noticing
about patterns of
emotional triggers
and dysregulation?
Where could I
use my teacher's
support?

Am I dysregulated because of "how" the consequence was delivered, or the consequence itself? Can you

explain?

Am I given time to repair with my teachers when I pop off or shut down?