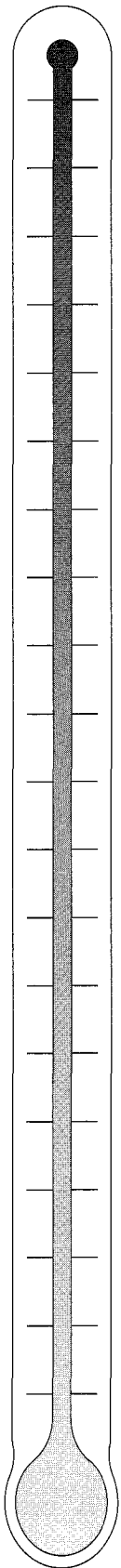


FIGURE 11.4

*The Intervention Thermometer*



*Red-Hot & Referring.* Course of last resort. Referral to principal for disciplinary action, include documentation of previous interventions tried and their results.

(Warning: If you get to this temperature too often, the principal will start wondering about your ability to perform the job, and your evaluations may suffer. Once or twice a year in an average community is plenty at this level.)

*Sizzling & Serious.* Involve people with more perspectives, training, or power than the teacher. Request conference with parents, counselor, building screening committee. If appropriate, have counselor urge medical tests.

*Hot & Handling It.* Student suffers minor consequences for his or her behavior. Natural consequences, logical consequences, behavior contract, special essay assignments to improve interpersonal understandings, time out to think of more productive behavior options, time out to read and sign behavior expectation form, time out to copy behavior expectation form.

*Tepid & Talkative.* Get complete information about the problem. Discuss problems with student outside class, insist on sticking to the point, being honest, and taking personal responsibility for his or her actions. Ask probing questions that force students to think at higher levels and accept responsibility. Check with other teachers and cumulative file to see if problem is particular to your class or broad based and long lasting. Discuss problem with counselor or principal to get their recommendations and insights.

*Warm & Wondering.* Question for greater understanding and give student limited choices. Is the room too hot/cold/dark/bright? Are you uncomfortable? Is this task too difficult/easy for you? What can we do to make it just right? Do you understand our behavior expectations? Is there any part of our behavior expectations that you are not sure about? What is it you really want? I do not think that way is working for you. Is this the appropriate time and place to do that? Is this the appropriate manner of doing that? Can you think of another way? If you had a chance to do that over again, what would you do? Would you prefer to apologize or . . . (some consequence)? You seem to be needing a lot of attention today. Could you suggest a way we could provide the attention you need, yet still go on with the lesson?

*Cool & Calm.* Catch kids in the act of doing good. Ask students to review classroom expectations. Encourage students with constructive information about their behavior. Give token prizes and public recognition. Teacher moves into close proximity to student with inappropriate behavior and continues with lesson uninterrupted (teacher notices student).