



C Is for Consequence

The Other ABCs

A is for antecedent.

- An event, activity, or environmental stimulus preceding a behavior
 - immediately before
 - accumulation of previous events
 - a collection of events

The Other ABCs

B is for behavior.

- Desired, undesired, and neutral

and

C is for consequence.

♥ FB/JOYOFMOM ♥

The kids who
need the most
love will ask
for it in the
most unloving
of ways.



Overview

1. Discipline vs. Consequence vs. Punishment
2. Consequences
 - Alignment
 - Reinforcing
 - Accidental reinforcement
 - Positive consequences for desired behavior

Consequence and/or Discipline

- Punishment is exerting power over another to “get even.”
- Discipline: instruction or self-control
- Consequence: can be positive, negative, or neutral, and is the direct result of a choice or behavior

It is our duty to assist youth in learning self-discipline so they can choose behaviors that received the desired consequences.

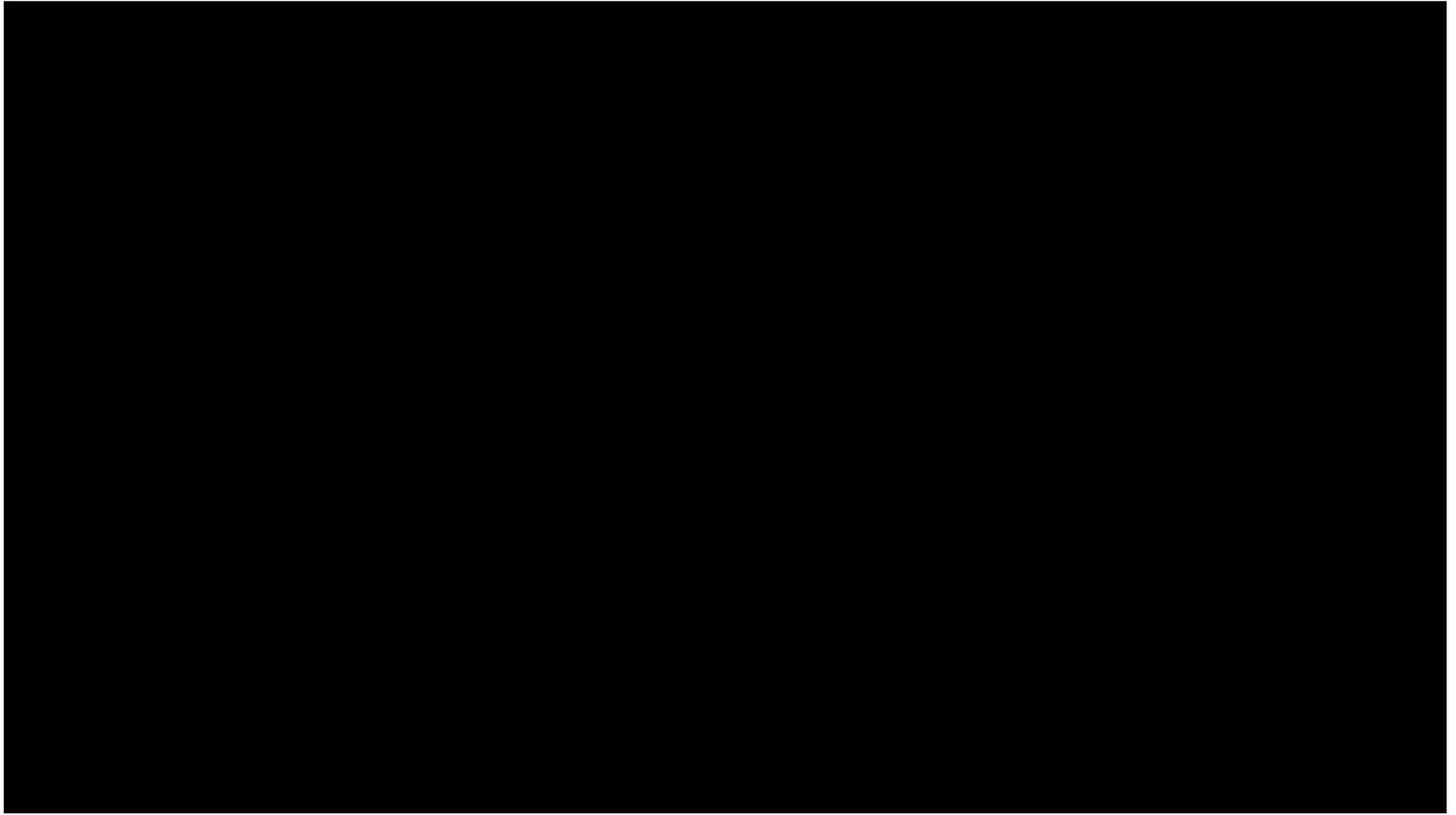
Natural Consequences

- Natural consequences are outcomes of behavior that are not planned or controlled.
 - They can be powerful reinforcers or deterrents.
 - “Tipping” or leaning back in a chair until it is on two legs and the chair slips, causing a fall
 - Smiling at a person and getting a smile back
 - Going outside without a coat or hat on a cold or rainy day

Thoughtful Consequences

- Consequences reinforce behavior and choices, so an effective behavior modification plan must consider the consequence prior to the behavior occurring
 - The consequence should align to:
 - the function of the behavior and
 - the individual student preferences

But How?



First Understand Our Beliefs

- Adults often have two different approaches to dealing with problem behaviors. These different approaches are based on different beliefs.
- One belief is that the child **is** a problem, and the other is that the child **has** a problem

<http://www.wrightslaw.com/info/discipl.fba.jordan.pdf>

Perspective Example

- A student is seen in the hallway during scheduled class time. They are asked “where are you supposed to be?” The student then runs quickly away and out of the building.
- Student IS the problem: The student is disrespectful and doesn’t even want to be at school.
- Student HAS a problem: Student is not sure what the question was, if they are in trouble, or what to do. They are running because they are scared of a consequence.



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Aligning Consequences

Determine Function

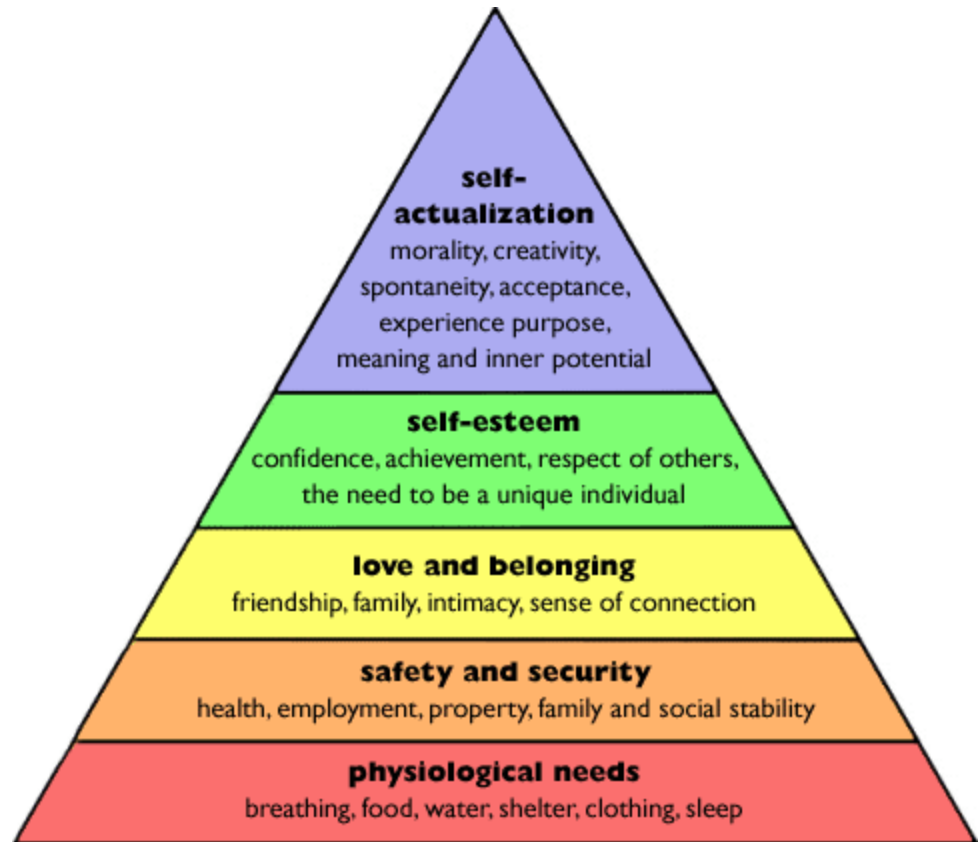
There are four main categories of **function**:

- Escape
- Affiliation
- Tangible
- Sensory

These are also the 4 main categories of **reinforcement**

Mitigating Factors

- Maslow's Hierarchy of Needs reflects these same mitigating factors.
- These are the factors that change the degree, intensity or perception, but are not antecedents or consequences.





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Reinforcement

Reinforcement

- Reinforcement: the process of encouraging or establishing a belief or pattern of behavior, especially by encouragement or reward
- Positive Reinforcement (adding something they desire to their environment/experience)
- Negative Reinforcement (remove or subtract something they desire removed from their environment/experience)

To select strong, positive reinforcement, you must know your student.

Know Your Student



Reinforcement cont'd

- A child does not want to eat their lunch of chicken, mashed potatoes, and green beans.
 - Positive reinforcement (sensory needs): add a different plate that separates the food and provides a space for ranch dip
 - Negative reinforcement (sensory needs): remove the green beans from the plate
 - Positive reinforcement (escape/avoidance): provide choice of eating location, perhaps with preferred activity or privacy
 - Negative reinforcement (escape/avoidance): adult leaves the space, and/or the child chooses which two to eat and which one to leave

Reinforcement Results

- Defines desired behavior, undesired behavior, and neutral behavior
- Provides the structure and predictability
- Defined by individual motivation
- Focuses on teaching self-discipline and self-monitoring
- Get what they want
- Avoid what they don't want



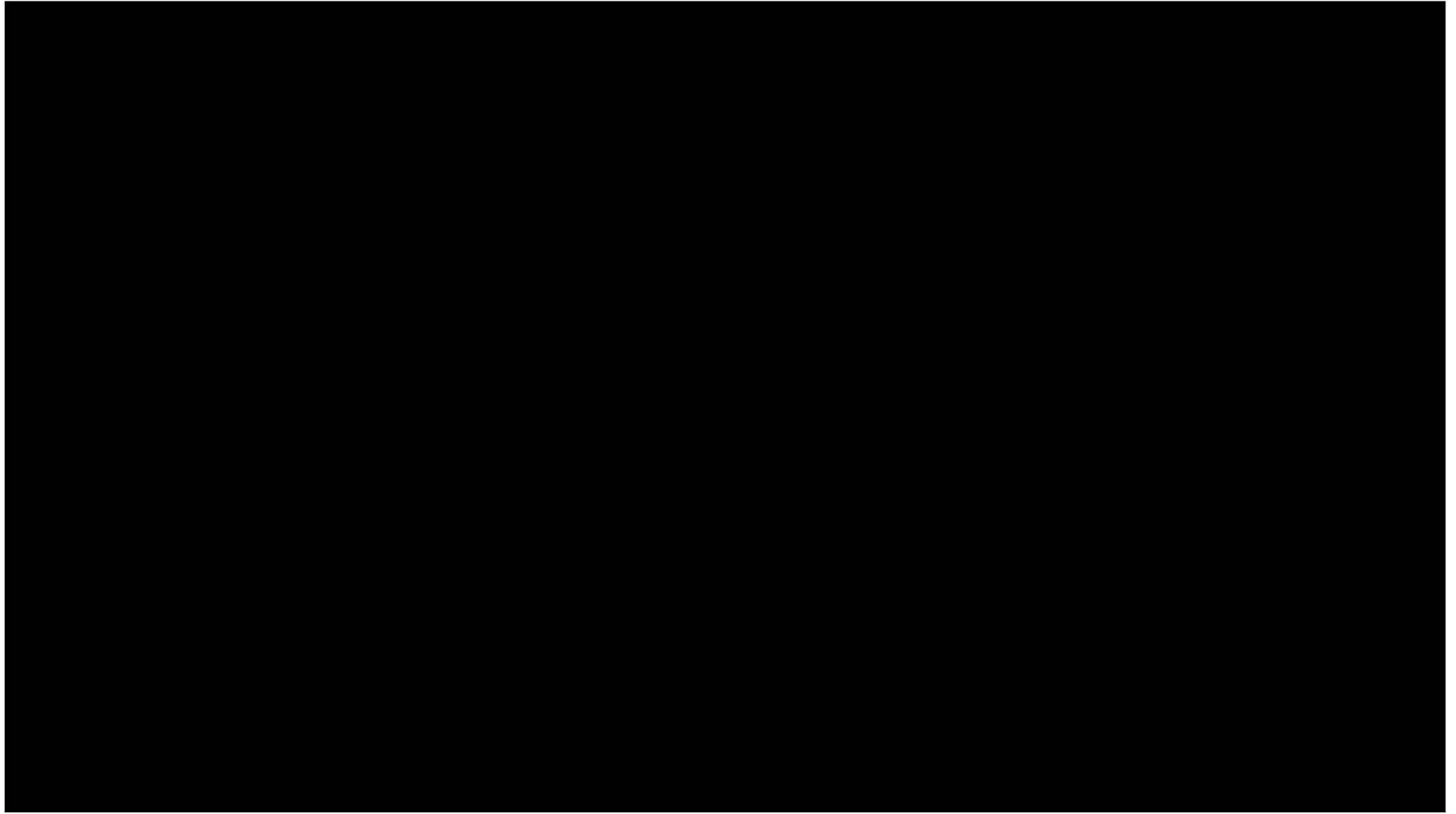
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Accidental Reinforcement

Accidents Happen

- It is significantly easier to get attention for doing something wrong than doing something right.
- The undesired behavior evokes an emotional response that creates reinforcement for the child.
- We are human, we make mistakes, get tired, and balance a lot at once.

Accidents Happen





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**Positive Consequences
and Desired Behavior**

Desired Behaviors

- Desired behaviors must be:
 - clearly defined,
 - taught, and
 - reinforced.

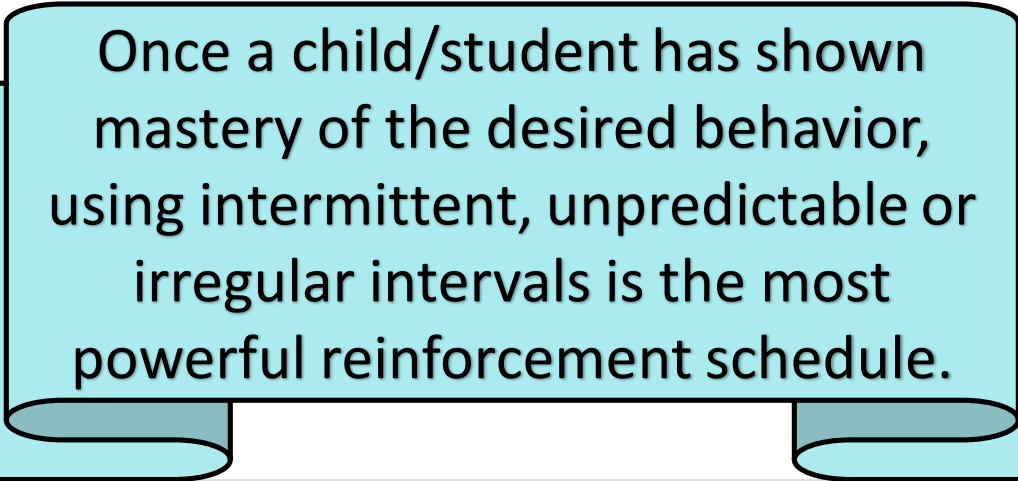
Telling a child what to “not do” does not mean they know what “to do.”

Replacement Behaviors Examples

- Students runs out of the classrooms and/or building
 - Student requests time in “safe spot” through the use of a signal
- Student bites adults, self, or peers
 - Student uses a safe necklace, pencil topper, or hard candy to chew when needed
- Student yells and throws items at the teacher
 - Student requests time to talk with the teacher or moves to a seat near the teacher
- Student steals from the cafeteria
 - Student assists in the cafeteria to earn a small snack or “money” in their lunch account

Positive Consequences

- Positive consequences need to be aligned to the child/student's motivation:
 - Escape
 - Affiliation
 - Tangible
 - Sensory



Once a child/student has shown mastery of the desired behavior, using intermittent, unpredictable or irregular intervals is the most powerful reinforcement schedule.

Positive Reinforcement

- Reinforce the behavior you are expecting or requesting:
 - “Great job _____, during _____”
 - You may have 5 minutes to use your iPod
 - Tonight you may reduce your homework by 3 math problems
 - A sticker
 - Snack or small treat
 - Token economy
 - Talking chip
 - Chosen preferred seat at lunch/classroom/dinner
 - Speech-to-text software privilege, internet helper
 - Extra recess/p.e./walk/time outside
 - High five
 - Phone call home or to important adult



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When Discipline is Required

When Discipline is Required

- Discipline *is* instruction and learning, so we need to reinforce the learning using similar principles.
- When restorative action is required, it should be aligned to the offence to the greatest extent possible.
 - If a child breaks a window, they need to help with the clean-up, repair, cost, or time lost.
 - If a child hurts a friend's feelings, they need to find a way to be kind to them by helping them, doing a favor, etc.
 - If a child writes on a wall, they should help clean or paint.
 - If a child breaks a trust, they need to determine a plan to demonstrate they are trustworthy.



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Take Care of You Too

Forgive Yourself

- No one is perfect.
- No plan is perfect.
- No day is perfect.

- But, loving a child enough to try is **perfect.**



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