



Logical Consequences
or
Punishment



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Classroom Management

= Please share your ideas for dealing with disruptive classroom behavior.



What are Natural Consequences

Natural consequences are outcomes that happen as a result of behavior that are not planned or controlled (Pryor & Tollerud, 1999).

*Examples of Natural
Consequences:*

❖ Forgetting a raincoat:
Getting wet when it rains.

❖ Rushing through a math assignment:
Failing the assignment.

**What are logical
consequences?**

Logical consequences do not naturally occur as a result of behavior, but are intentionally planned by teachers and administrators. Logical consequences are similar to what would happen to an adult in a similar situation, therefore teaching students skill that they will need to be successful later on in life. Logical consequences need to be related, respectful, and reasonable (Nelson, 1985)

Related . . .

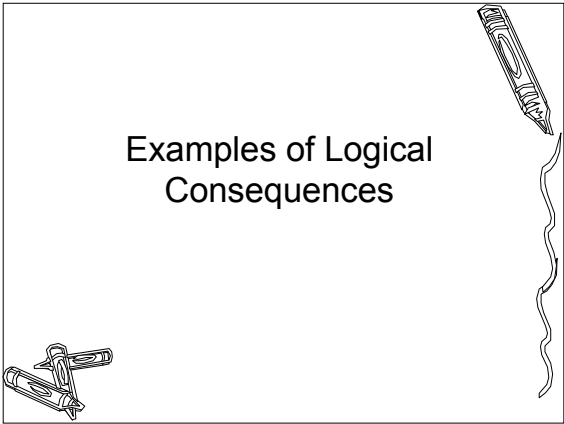
- Related means that the consequence is clearly connected to the student's behavior and its function.
- This requires the teacher getting to know his or her students well
- The function of the same behavior may be different for each child
- It is crucial that teachers take this into consideration and do not use one consequence

Respectful . . .

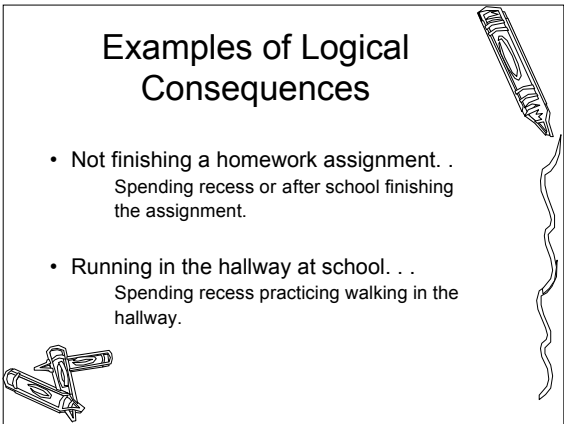
- Consequences need to be given with empathy in a respectful voice tone
- If not, the student will focus more on the feelings of the adult and perhaps their own feelings of anger resulting from being talked to disrespectfully and not reflecting on their choices.
- The student that is not treated respectfully often becomes aggressive, passive, resentful, and/or uncooperative and may try to get revenge against the teacher.

Reasonable . . .

Reasonable refers to not providing consequences for a student's inappropriate behavior that is too severe.

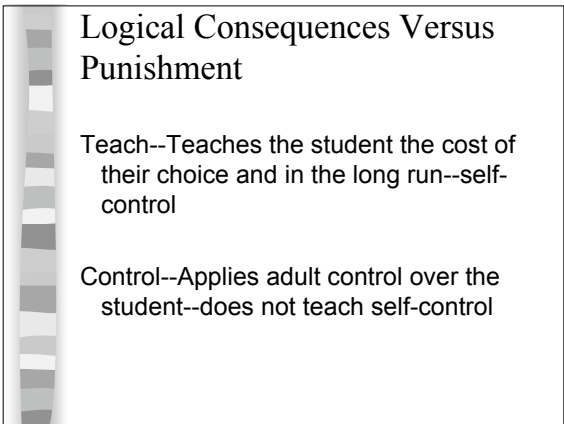


Examples of Logical Consequences



Examples of Logical Consequences

- Not finishing a homework assignment. . .
Spending recess or after school finishing the assignment.
- Running in the hallway at school. . .
Spending recess practicing walking in the hallway.



Logical Consequences Versus Punishment

Teach--Teaches the student the cost of their choice and in the long run--self-control

Control--Applies adult control over the student--does not teach self-control

Logical Consequences Versus Punishment

Leaves the student with a feeling of control.

Leaves the student feeling helpless

Logical Consequences Versus Punishment

Uses thinking words

Uses fighting words

Logical Consequences Versus Punishment

Provides choices with firm limits

Demands compliance

Logical Consequences Versus Punishment

Given with empathy

Often, given in anger

Logical Consequences Versus Punishment

Are tied to the time and place of the infraction

Are arbitrary

Logical Consequences Versus Punishment

Are similar to what could happen to an adult in a similar situation

Are arbitrary

Logical Consequences Versus Punishment

Are never used to get revenge

May be used to get revenge (he had it coming to him.)

Logical Consequences Versus Punishment

Teaches student to take responsibility for their action.

Often leaves the student anger at the adult because of the punishment

For Example. . .

When you act silly in group is distracts me from teaching and others from learning. Would you like to stay with the group or go to the think time area where it is okay to make silly noises? It's your decision

Logical Consequences Versus Punishment

Removal from the group.

Leave the group until you can behave in group appropriately

For Example . . .

This is the time I have scheduled to do math. It is very important that you get it done so you can learn as much as you can. Recess is the scheduled time to talk to your friends. You can choose to talk now, but the only other time to finish math is at recess. It's your decision.

Logical Consequences Versus Punishment

Stay in for recess

If you don't stop goofing round and get your math done, no recess for you!


Three forms of Logical Consequences . .

- wasted time
- extra practice
- think time

It is crucial that the student is not allowed to permanently escape work or environments they may find undesirable.


What is wasted time?

- The teacher and the students in the classroom are learning partners.
- The primary reason for attending school is to do these jobs and anything that interferes with anyone doing their best work is not accepted.




What is wasted time?

- Each person (including the teacher) is responsible for making choices that ensure that everyone is successful.
- It is crucial that the students see a connection between school and what they want in life.



What is wasted time?

- This sets the stage for students understanding that their choices determine what happens to them both in and out of school
- the teacher is not doing something to them when they experience the logical and natural consequences of their decisions.



What is wasted time?

- If a student is making a choice that interferes with anyone's job in the classroom, they are choosing to waste time.
- The teacher gives the student the choice to either stop the behavior that is interfering with the learning environment or continue knowing that their choice will result in a loss of free time later

What is wasted time?

- If the student chooses to continue the inappropriate behavior, the teacher keeps track of this wasted time.
- The student makes up the wasted time and any learning activities that took place during that time during their free time. Usually this occurs at recess or after school.

What it extra practice?

- Extra practice is based on the idea that the teacher directly instructs and has students practice the behaviors that they are expected to exhibit in the classroom.

What it extra practice?

- After this instruction has taken place, if a student exhibits an inappropriate behavior, they are given the choice to choose to demonstrate the appropriate behavior.

What it extra practice?

- If they do not, the teacher assumes that he or she has forgotten the desired behavioral skill and needs practice.
- A remedial instruction and extra practice session is scheduled during the student's free time. Usually this occurs at recess or after school.

What is think time?

- Think time is commonly used when a student is disturbing the learning of other students or the chain of inappropriate behavior needs to be broken by the student taking a break to think about his or her choices and their possible consequences.

What is think time?

- The student goes to the designated "think time" area away from the other students.
- The teacher problem solves with the student after a few minutes if the student is demonstrating that they are ready to problem solve appropriately (e.g. sitting quietly and appropriately, talking respectfully to the teacher).



What is think time?

- This is different than a 'time out' because the purpose is not to give the student a "time out from reinforcement" which is the technical definition of a time out.
