

Consequences



*Things are Not
Always as They
First Appear*

Johns & Patrick

Presentation Expectations

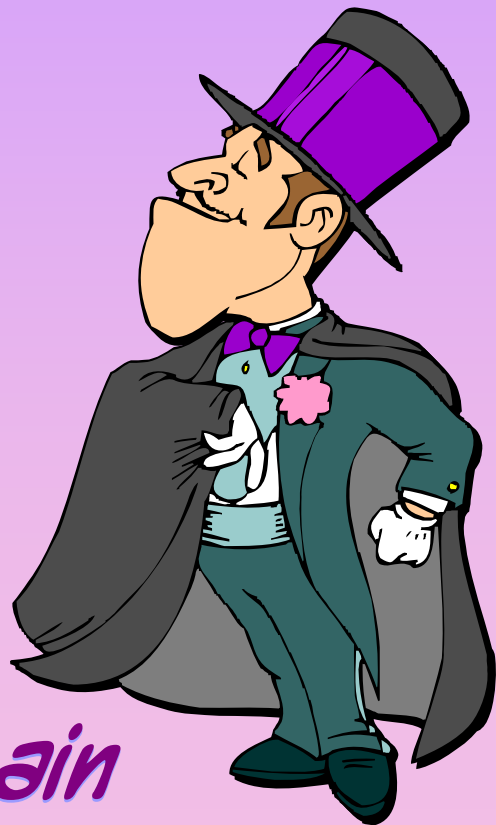
- ◆ Honor each other's time
- ◆ Actively listen:
turn off laptops, iPods,
cell phones; avoid side
conversations; put aside
work
- ◆ Interact professionally:
avoid sarcasm, eye-
rolling, blaming students
and families for systemic
failures



**Every
interaction
has a
consequence**



WHY We Do WHAT We Do



Gain



Avoid

Evaluating Consequences



- ◆ Results (not intentions) determine whether a consequences is effective
- ◆ Even "well-thought-out" consequences may not produce the intended results

Four Types of Consequences

1) *Penalties*

2) *Punishments*

3) *Negative Reinforcers*

4) *Positive Reinforcers*



Penalty:

A decrease in behavior as a result of losing something you want.

You will know the Penalty
is effective if the
undesired behavior

DECREASES



Punishment:

A decrease in behavior as a result of getting something you do not want.

You will know the
Punishment is effective if
the undesired behavior

DECREASES



Negative Reinforcement:

An increase in behavior as the result of avoiding something you do not want.



You will know the
Negative Reinforcer
is effective if the
desired behavior

INCREASES

Positive Reinforcement:

An increase in behavior as the result of gaining something you do want.



You will know the
Positive Reinforcer
is effective if the
desired behavior

INCREASES

Penalty (↓ behavior)	LOSE	DO WANT
Punishment (↓ behavior)	GET	DON'T WANT
Negative Reinforcer (↑ behavior)	AVOID	DON'T WANT
Positive Reinforcer (↑ behavior)	GAIN	DO WANT

Menu of Reinforcers

- ◆ **Escape / Avoid** - *tasks, situations, people*
- ◆ **Physiological** - *Food, stroking*
- ◆ **Tangibles** - *stickers, tokens, money*
- ◆ **Closure** - *completing a task, end-of-school year*
- ◆ **Privileges** - *line leader, Free time*
- ◆ **Social Status/Recognition** - *STAR student*
- ◆ **Attention** - *peer, adult*
- ◆ **Praise** - *adults, parents, teachers/staff, peers*
- ◆ **Belonging/Acceptance** - *individual, groups*
- ◆ **Intrinsic** - *self-satisfaction*

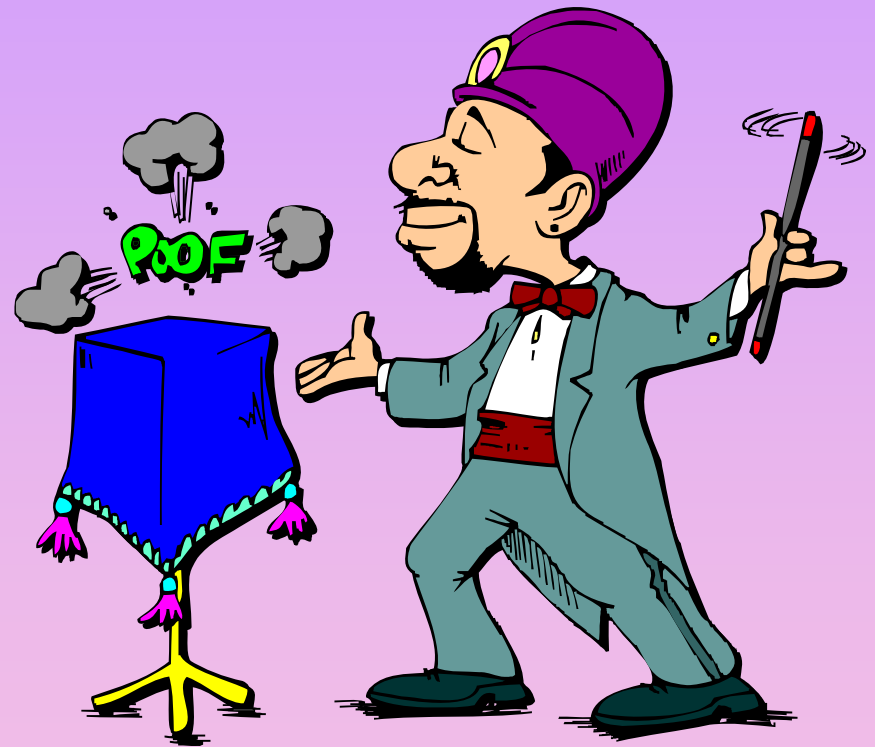
Don't Get Fooled...

- ◆ Just because it's "positive" does NOT mean it's an acceptable behavior
- ◆ Just because it's "negative" does NOT mean it's an inappropriate behavior



Scenario

Jackie constantly blurts out in class. As a consequence, the teacher gives her the "evil eye."



What behavior do we want to change?

Identify the intended consequence (evil eye).

◆ **PENALTY**

(LOSING something she WANTS)

◆ **PUNISHMENT**

(GETTING something she DOES NOT WANT)

◆ **NEGATIVE REINFORCEMENT**

(AVOIDING something she DOES NOT WANT)

◆ **POSITIVE REINFORCEMENT**

(GAINING something she DOES WANT)

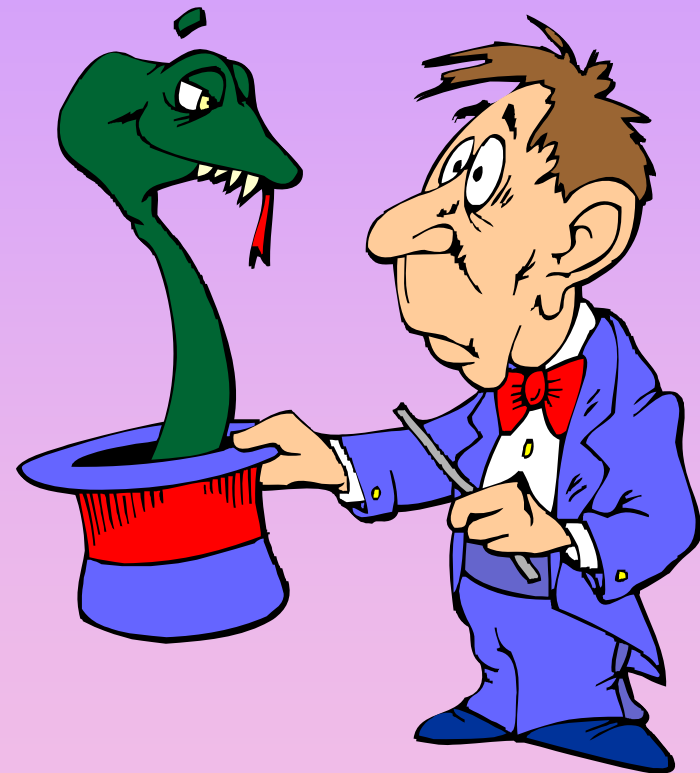
Evaluating Outcomes:



- ◆ Jackie feels so bad she starts to cry.
- ◆ Jackie blurts out, "teacher don't be mad, I promise I'll raise my hand next time!"
- ◆ After receiving the evil eye on Monday, Jackie stops blurting out in class for the whole week.

Scenario

Suzy gets in a fight everyday during afternoon recess. As a consequence, she is assigned detention in the multi-purpose room.



What behavior do we want to change?

Identify the intended consequence (detention).

◆ **PENALTY**

(LOSING something she WANTS)

◆ **PUNISHMENT**

(GETTING something she DOES NOT WANT)

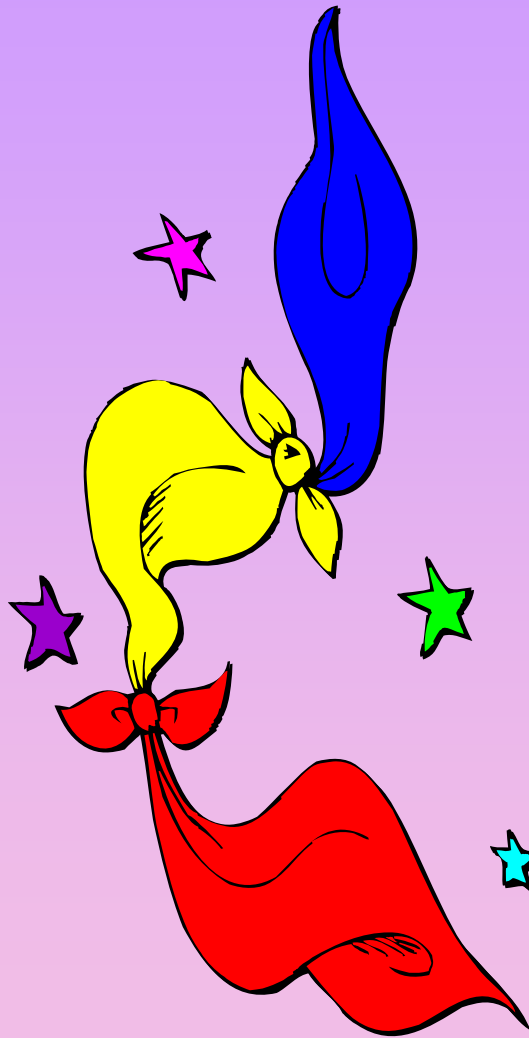
◆ **NEGATIVE REINFORCEMENT**

(AVOIDING something she DOES NOT WANT)

◆ **POSITIVE REINFORCEMENT**

(GAINING something she DOES WANT)

Evaluating Outcomes

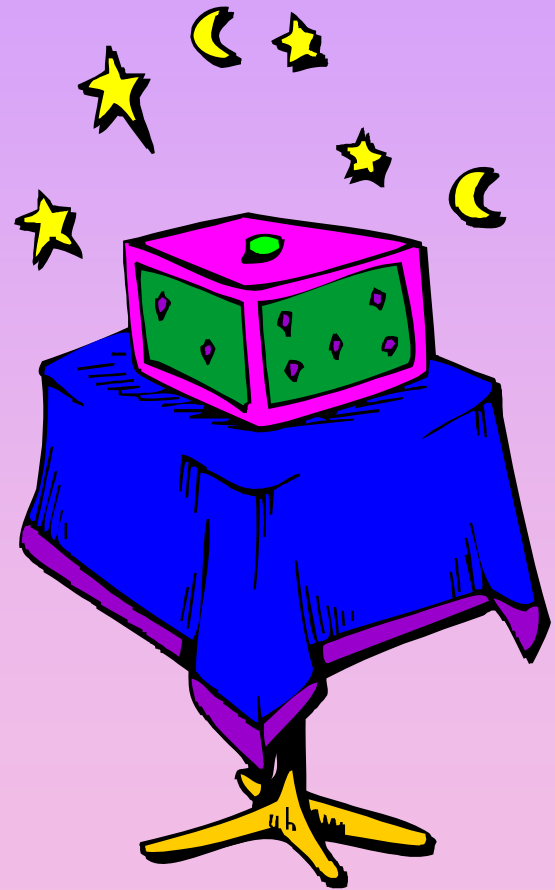


- ◆ Suzy dislikes detention so much she stops fighting during afternoon recess.
- ◆ Suzy acts up earlier and earlier during afternoon recess so she can quickly get to detention which is the only air conditioned room on campus.
- ◆ Suzy starts acting up at morning recess so she can spend more time with her friends in the detention room.

Scenario

Jackie, who usually turns in her homework to the teacher privately, is praised in front of the whole class for being such a great student. As a result, she stops turning in her homework altogether.

What happened?



Scenario

Suzy is a constant trouble maker in her math class. As a result, she is sent to the art room next door. It's been such a relief not to have Suzy disrupting class, that the math teacher now greets Suzy with "goodbye" whenever she walks through the door.

Who is being reinforced?



Scenario

Jackie doesn't participate in PE because she hates dressing with all the other girls in the locker room. The coach makes a deal with Jackie that she can use a private restroom to change her clothes. Jackie agrees and starts participating in PE.

What happened?



Discussion

- ◆ Have all staff members been trained to provide a variety of consequences?
- ◆ Does our school routinely evaluate the effectiveness of the consequences delivered across campus?



Contact Information

Jacquelin Patrick

jackie.patrick@sbcusd.com

Suzy Johns

suzy.johns@sbcusd.com

