

***But There Needs to Be A Consequence!***



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# The ABC's of Behavior Science

|  |                  |  |
|--|------------------|--|
| <u>A</u> ntecedent<br>(Happens Before) | <u>B</u> ehavior | <u>C</u> onsequences<br>(Happen After) |
|--|------------------|--|



# **The C in the A-B-C Model: Consequences**

- Consequence concept is often misunderstood.
- Most people only use the word when referring to punishment but consequences can also be reinforcing
- Bottom line - the way educators respond to both desirable and undesirable behavior can increase or decrease the probability of that behavior's future occurrence
- It is crucial that educators understand the behavior science of both reinforcement and punishment.

# Understanding the Science: Reinforcement

- Reinforcement is something that happens after the behavior resulting in the behavior *maintaining or increasing* in the future.
- Behavior does NOT continue or increase if there is not some type of reinforcer present.
- Reinforcement can be something added (positive) or something removed (negative).

A behavior is positively reinforced if something that the person values or desires is added after the behavior making the situation better from their perspective.

A student gets a good grade after they study for a test. He/she is likely to study again in the future (assuming grades are important to that student).

A behavior is negatively reinforced if something that the person does not like is taken away after the behavior therefore making the situation better from their perspective.

A student is suspended after refusing to follow a teacher's directions. He /she does not like school and spent the day playing video games. He/she is likely to be defiant again to escape school and access a more preferred activity.



# Understanding the Science: Punishment

- Punishment happens after the behavior resulting in the behavior decreasing in the future.
- Punishment can be something added (positive) or something removed (negative).

A behavior is positively punished if something that the person does not like is added after the behavior making the situation worse from their perspective.

A student has to write the sentence “I will not disrupt the classroom” 100 times after talking in class. He/she is likely to decrease talking in class in the future (assuming the student does not like writing sentences).

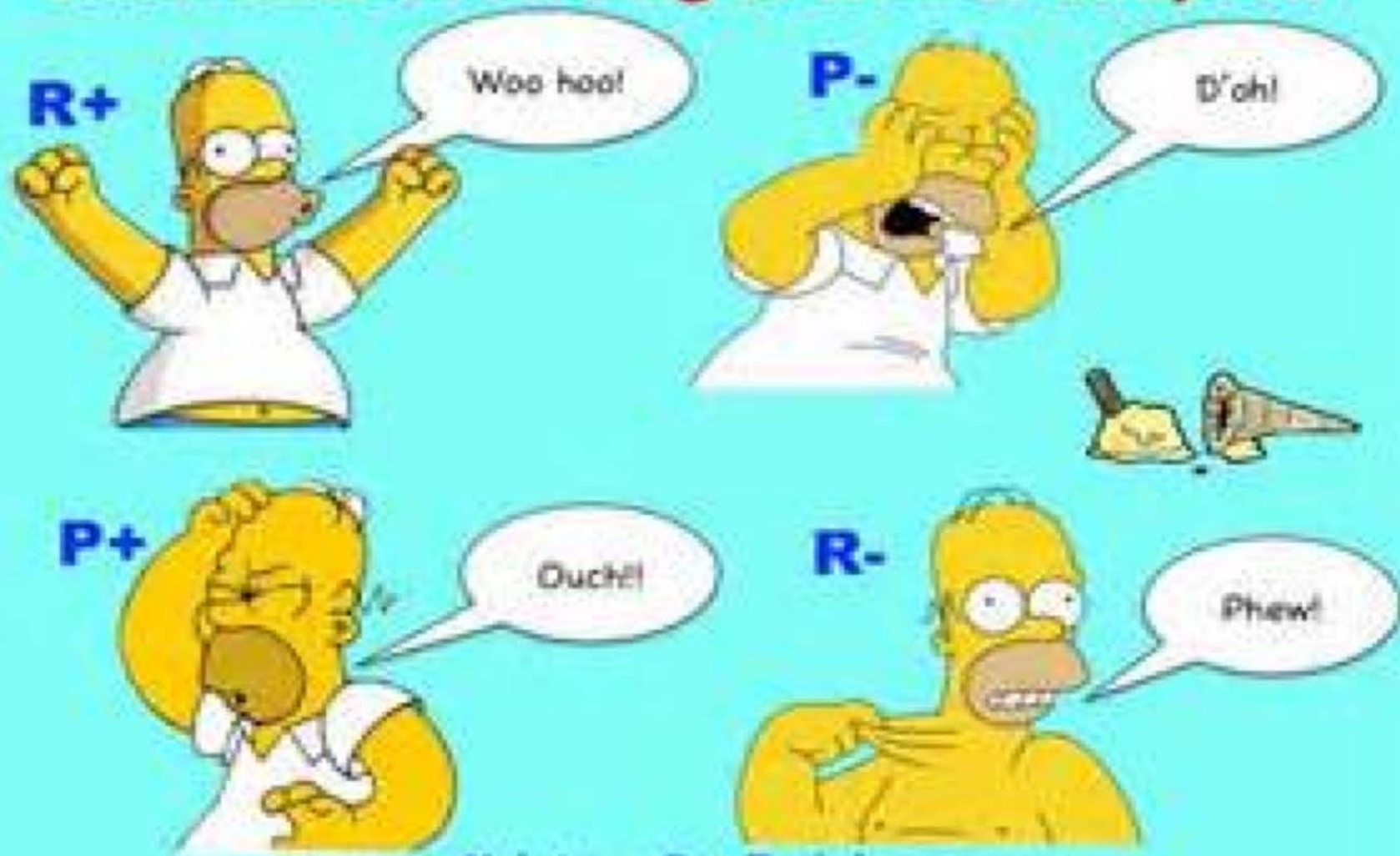
A behavior is negatively reinforced if something that the person does like is taken away after the behavior therefore making the situation worse from their perspective.

A student is has to stay in from recess to finish work because he/she was off task. He/she is likely to decrease being off task in the future (assuming the student likes recess).

|                 | <b>Give<br/>Consequence</b>          | <b>Take<br/>Consequence</b>                 |
|-----------------|--------------------------------------|---|
| <b>Behavior</b> | Positive<br>Reinforcement<br>(M&Ms)  | Negative<br>Punishment<br>(Detention)       |
| <b>Behavior</b> | Positive<br>Punishment<br>(Spanking) | Negative<br>Reinforcement<br>(Stop yelling) |



## Quadrants according to Homer Simpson



[www.YaletownDogTraining.com](http://www.YaletownDogTraining.com)

Images from [www.simpsoncrazy.com](http://www.simpsoncrazy.com)

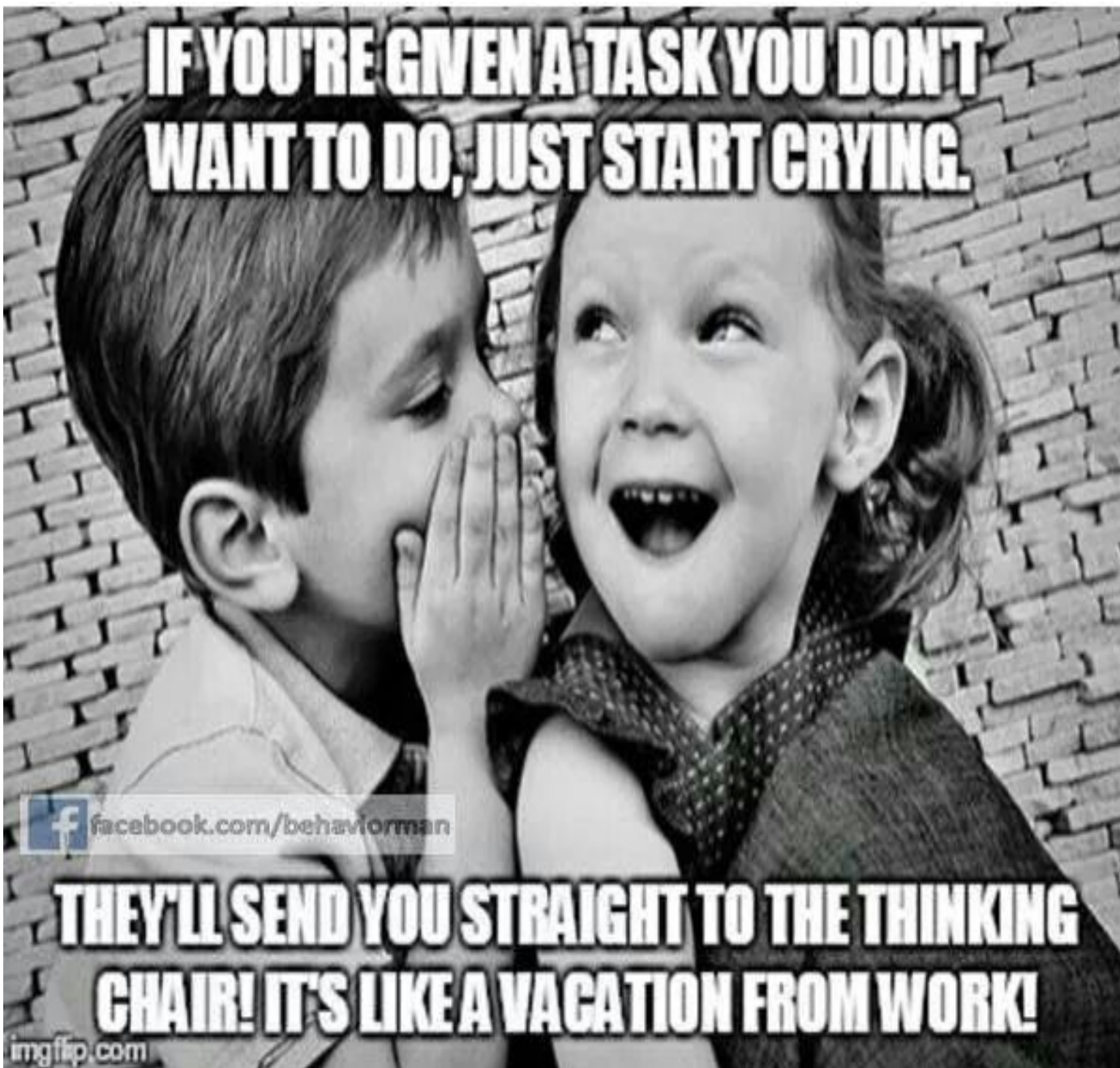
# The Tricky Part...

- There is no such thing as a universal reinforcer or punisher.
- Often what educators think will reduce problem behavior actually increases it.
- Common examples: Office referrals, suspensions, lecturing.



"The Principal suspended me — School is the only place in the world where you can get time off for *bad* behavior."

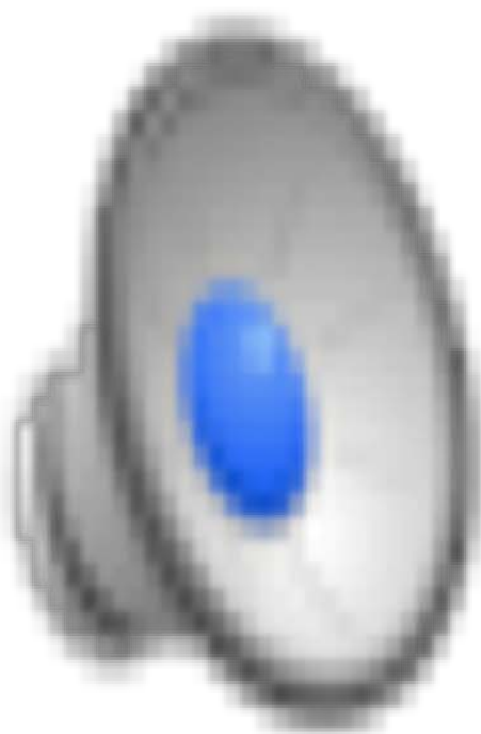
**IF YOU'RE GIVEN A TASK YOU DON'T  
WANT TO DO, JUST START CRYING.**



 [facebook.com/behaviorman](https://facebook.com/behaviorman)

**THEY'LL SEND YOU STRAIGHT TO THE THINKING  
CHAIR! IT'S LIKE A VACATION FROM WORK!**

imgflip.com



# What's the Difference?

Every day that Ellen finishes her reading assignment on time, Mrs. Farmer allows her to take sports equipment out to recess. If Ellen enjoys using the equipment at recess, she is likely to continue finishing her work on time.

Mr. White sends Darrin out of the room because of disruptive behavior in class. Darrin talks to other students and teachers who see him, in addition to avoiding his work. Mr. White finds that Darrin is disruptive again soon after he is permitted to return to class.



# Developing the Cause/Effect Connection

- Ultimate goal to help students realize that there is a connection between behavior and consequences and develop self responsibility.
- Rather than using random, unrelated reinforcers and punishers consequences should mirror what happens to adults in real life.
- Adults are not imposing consequences to control students (which often results in power struggles) but rather to teach them how the world works for everyone.



**My First Mentor**



**Don't smile until  
Christmas!**



**Excellent!**

**Way to Go**

**Ready to Learn**

**Make Better  
Choices**

**Stop & Think**

**Parent Contact**

-RainbowsWithinReach-



NEIHARDT ELEMENTARY  
MILLARD PUBLIC SCHOOL  
1991-1992





CHANCELLOR ELEMENTARY  
MRS. HOSKING PRINCIPAL  
MISS OTTEN  
SECOND GRADE  
1992-1993



"Just out of curiosity, who do you punish  
on the weekends?"

But punishment  
works for me!

# Problems with a Punitive/Reactive Approach

- May temporarily stop or suppress problem behavior for 80-90% of students without chronic behavior problems but fails to teach replacement behavior, life skills, or develop personal responsibility
- For 10-20% of students with chronic behavior challenges punishes for a skill deficit which may adversely effect their emotional health
- Child identifies the punishment with the punishers and setting where it happens-may start disliking educator and school in general
- Some students are reinforced by the reaction that often accompanies this approach
- Often appeals to educators because they are reinforced by short term effect-"works" quickly
- Educators that rely on it do not develop skills in using other more effective interventions.

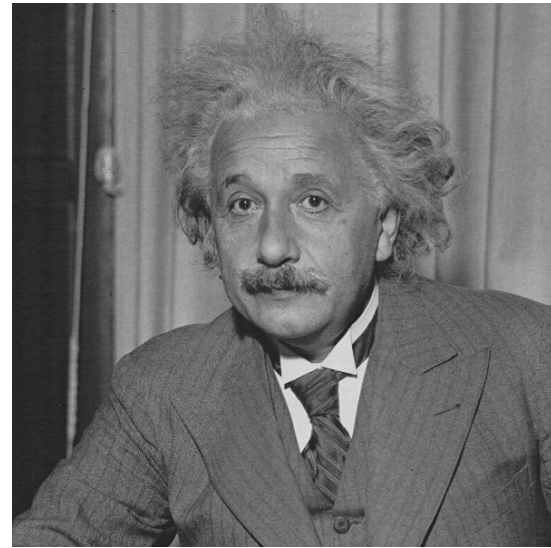
# **Our Country has a SERIOUS Punishment Addiction Problem!!!**

- U.S. and Russia world leaders in incarceration
- US 4.4% of world population but houses 22% of the world's prisoners
- 6 to 10 times that of most industrialized nations
- 82% school dropouts
- 70% read below fourth grade level
- Corrections cost \$74 billion annually
- About half of federal prisoners are incarcerated for drug related offenses
- 85% of juvenile offenders have reading problems
- Average age of juvenile offenders is 15



Insanity: doing the same thing  
over and over again and expecting  
different results.

**-Albert Einstein**



If the only tool you have is a  
hammer, you tend to see every  
problem as a nail.

**-Abraham Maslow**





## **Respond to Problem Behavior in a Way that Teaches Missing Skills**

- We want problem behavior to decrease but we also need to teach the missing skills that led to the problem behavior
- Overall focus not punitive-no one is in “trouble”-what skill(s) need to be learned?
- “I care too much about you to not teach you skills you will need to be successful”
- We also don’t want the consequence to be desirable or reinforcing
- Make sure they have all the information needed to make an informed choice
- Need to take the form of natural and/or logical consequences that follow the “three R’s”

# Natural and Logical Consequences

- Natural consequences:  
Outcomes that are not planned or controlled
- Logical consequences:  
Outcomes that are intentionally planned and controlled that are related to what would happen to an adult in a similar situation
- Teach life skills
- Related, respectful, and reasonable

## Adult Natural/Logical Consequences

- Fines
- Loss of privileges (driving, traveling, etc.)
- Loss of freedom
- Embarrassment
- Lack of attention
- Loss of prestige/respect
- Other????

# **The Three R' s of Logical Consequences**

- **Related**
  - Mirrors real life
  - Has a teaching not punitive focus
- **Reasonable**
  - Level of consequence matches level of behavior (“fits the crime”)
  - Enforceable
- **Respectful**
  - Delivery
  - Privacy

# **Punishment vs. Logical Consequences**

## **What's the Difference?**

| <b>Punishment</b>          | <b>Logical Consequences</b>                 |
|----------------------------|---|
| Controls                   | Teaches                                     |
| Fighting Words             | Thinking Words                              |
| Demands Compliance         | Provides Choices Within Firm Limits         |
| Given with Anger           | Given with Empathy                          |
| Arbitrary                  | Similar to What Would Happen in "Real Life" |
| Vengeful                   | Never Used to Get Revenge                   |
| Adult Takes Responsibility | Student Take Responsibility                 |
| Decreases Self-Esteem      | Increases Self-Esteem                       |

*Adapted from Jim Fay's Love and Logic*

# Punishment vs. Logical Consequence

**Punishment:** Go to time out until you can behave in group appropriately!

**Logical consequence:**  
When you make silly noises it distracts others from their learning. Can you sit quietly with the group or go to the time out where you won't be distracting? It's your decision.

**Punishment:** You will stay in from recess because you were talking in the halls.

**Logical Consequence:** I think you have forgotten how to walk down the hall appropriately and need some extra practice. The only time available is recess. I'll see you then.

# **Low Level Early Intervention Before Undesirable Consequences**

- Pre-correct before times that are typically difficult-review positive expectations
- Intervene at FIRST signs of problem behavior
- Use low level redirection strategies first
  - Proximity
  - Teacher look
  - Attention getting signal if multiple problems
  - Visual reminder
  - Gesture reminder

# Effective/Restorative Mindset

| Example  | Non-Example  |
|--|--|
| <ul style="list-style-type: none"><li>● Teaching appropriate behavior(s) - Competency Development/SEL</li><li>● Acknowledge need to repair harm - Accountability</li><li>● Listen to understand needs of others - Community Safety</li><li>● A balance of care, high expectations, structure and discipline.</li></ul> | <ul style="list-style-type: none"><li>● Assign blame</li><li>● Receiving punishment-accountability</li><li>● Unclear boundaries</li><li>● Feeling unsafe and disconnected from community.</li><li>● Unpleasantness to deter/prevent behavior</li></ul> |

# **LPS-Effective Responses to Problem Behavior**

- Praise other students
- Reteach
- Engagement strategies
- Proximity
- Attend, wait, provide instructional choice
- Private redirect
- Nonverbal cue



# Commonly Used Logical Undesirable Consequences

- Three Strikes
- Response Cost/Fines
- Time Away
- Behavior Tutoring
- Wasted Time
- Alternatives to Out of School Suspension

# Commonly Used Logical Undesirable Consequences

|                               |  |
|-------------------------------|--|
| <b>Three Strikes</b>          | <ul style="list-style-type: none"><li>• Baseball analogy</li><li>• Three strikes and your in need of more teaching and support</li><li>• Provides a consistent, predictable number of redirects rather than basing it on mood</li><li>• Students can make a fully informed choice</li><li>• Can be done non-verbally with predetermined visual or gesture</li><li>• After the third strike, there is a higher level of undesirable consequence</li></ul> |
| <b>Response Cost or Fines</b> | <ul style="list-style-type: none"><li>• Mirrors real life-teaches lifeskills</li><li>• Dropping a level in a level system</li><li>• Not earning access to a reinforcer</li><li>• Some sort of “fine” (loss of “tokens”)</li></ul>  |

# “Time Out” vs. “Think Time”

## *Time Out*

- Student is removed from a more reinforcing environment to a less reinforcing environment
- Only works if the learning environment is engaging and appropriate

## *Think Time*

- Student takes a break away from distraction and stimulus of other students to think about choices and their possible consequences
- Purpose not to give “timeout from reinforcement” although if the educational environment is highly reinforcing this may be the case
- Interrupts the chain of inappropriate behavior

# Commonly Used Logical Undesirable Consequences

|                          |  |
|--------------------------|--|
| <b>Behavior Tutoring</b> | <ul style="list-style-type: none"><li>▪ Mirrors academic intervention</li><li>▪ When student is exhibiting an inappropriate behavior, he or she is given the choice of demonstrating they have learned the appropriate behavior</li><li>▪ If they do not, it is assumed that they have forgotten how to do it and need extra practice</li><li>▪ An extra practice session is scheduled during a more preferred activity</li></ul>  |
| <b>Wasted Time</b>       | <ul style="list-style-type: none"><li>▪ Based on the premise that both students and teachers have an important job to do</li><li>▪ If a student chooses a behavior that interferes with either of these jobs, they are choosing to waste time</li><li>▪ Always presented as the students choice (you can either start working on your assignment in the next 30 seconds or I will start keeping track of your wasted time)</li><li>▪ Teacher uses a stopwatch to keep track of wasted time and student makes up during a more preferred activity</li></ul> |

# **Focus on Instruction:**

## **Processing Before Returning to the Classroom**

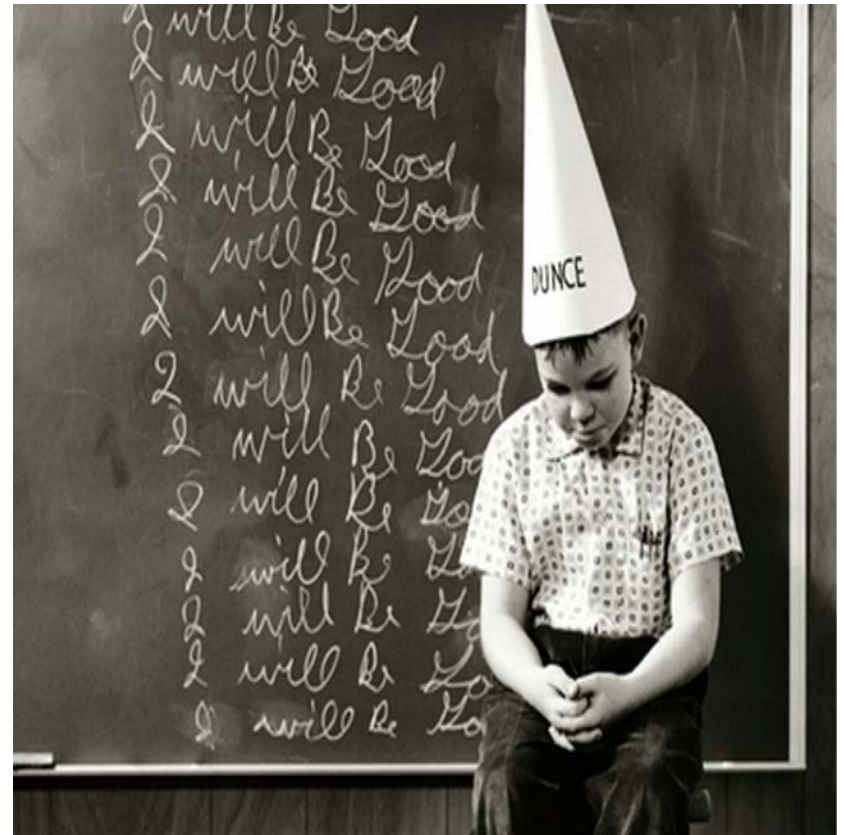
1) Student must be held accountable:

- What did you do that was a problem?
- Why was it a problem? Who did it hurt or bother?
- What feeling did you not manage appropriately?
- What will you do differently next time?
- How will you fix the problem?
- How will you make up missed work?

2) Can be done through writing, talking or visuals

**Warning:** Use of a “time away” consequence may result in public shaming, the loss of significant instructional time and/or reinforce students with an escape function!

*Use with caution!* A data system that captures time out of instruction is needed to carefully monitor that this is not overused.



# Problems with Suspension

- Produces immediate but short-lived relief for the school, but may not be a meaningful consequence for the student
- Does not facilitate the progress of the at-risk students who is often already disengaged from school and/or learning
- Merely displaces the problem elsewhere (home or community)
- Schools using only punishment strategies tend to have increased rates of vandalism, aggression, truancy and school drop up
- Actually promotes antisocial behavior

# **Suspension and Expulsion Generally Does Not Work with Students with Chronic Behavior Problems!!!**

““ . . .there is currently no evidence that suggests suspension or expulsion changes the behavior of difficult students. Rather, for troublesome or at-risk students, the most well-documented outcome of suspension appears to be further suspension and eventually school drop-out.”

(Skiba, 2002)



# Myth of “Manifestation Determination”

- If the child’s behavior is not a “manifestation of the disability” the school can apply discipline procedures “just like any other student”.
- However, special education services must be provided to enable participation in general curriculum and progress toward IEP goals.
- The school must still provide FAPE.
- Many of these services are being provided in a “homebound” setting.
- How can goals related to behavior and social skills be addressed in isolation and out of context?

# School Dynamics

- Appears to be detached from school including other students, teachers, and school activities
- The use of discipline is or has the perception of being inequitably applied
- The school does little to prevent disrespectful behavior between individual students or groups of students.
- Bullying is part of the school culture and school authorities seem oblivious to it, seldom or never intervening or doing so only selectively.

Federal Bureau of Investigation Report

*The School Shooters: A Threat Assessment Perspective*

*"I live a lone life. I live in seclusion and solitude. I hate everyone and everything. But the power of my AR you will all know who I am."*

—Expelled Parkland School Shooter

*“ Almost every school shooter, no matter what their socioeconomic status might be; all have some very specific characteristics that seem to be universal between them: depression, anger and rage towards others. There’s always a trail of what they are about to do. ”*

*-Brad Garrett, Former FBA Agent*

## **Some important statistics about school shooters. . . .**

- 75% felt bullied/persecuted/threatened by others
- 93% engaged in some behavior prior to the attack that caused others to be concerned

Part of the solution. . .

Develop positive relationships and school cultures

Universal screening and multi-tiered system of supports

Alternatives to suspension and expulsion

# Middle School Principal Survey

- ❖ 50 students randomly selected
- ❖ Asked to respond to this question: What 3 things would you like your teachers to know about you?
- ❖ Responded with some very serious issues and concerns: divorce, separations, physical moves, medical concerns and so on.
- ❖ Had been in school a few months.

# Faculty Response

- ❖ Principal typed up the 50 sets of responses without names.
- ❖ Put pictures and names in faculty meeting.
- ❖ Asked staff to read the responses and place a name next to each set of responses.
- ❖ How many did each staff member identify correctly?



# The Results

- Most got 1 to 3 correct. One person got 4.
- One staff member could identify 47 of the 50.
- Who was that?

8<sup>th</sup> grade teacher

Counselor

Assistant Principal

In-School Suspension Aide




School Social Worker

Cafeteria Manager

Classroom management is not  
about having the right rules...  
... it's about having  
the right relationships.

@SteeleThoughts



"When a student makes a poor choice (which we all do),

it's the conversation, not the consequence, that makes all the difference."

—EDUCATOR JUSTIN TARTE

#T2T

"There's nothing to lose  
by giving a student a  
second chance.

**Nothing. Nada. Zilch.**

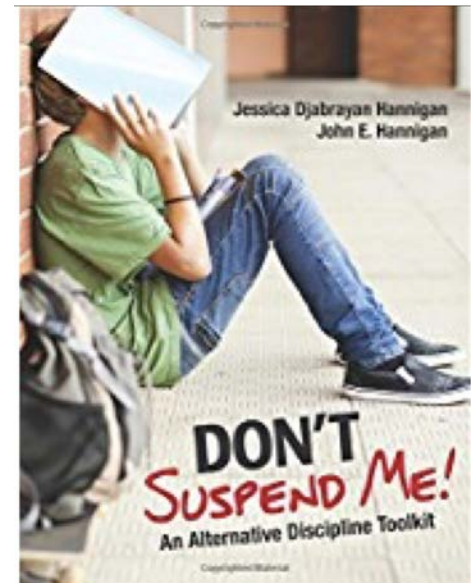
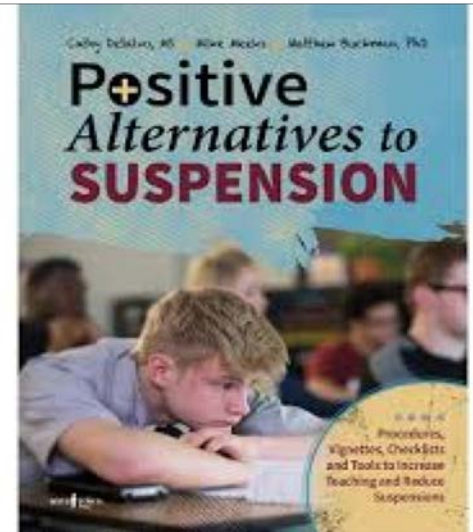
There's only the possibility of  
strengthening a relationship,  
demonstrating the power of  
empathy, and instilling a  
glimmer of hopeful recovery."

—EDUCATOR JUSTIN TARTE

#T2T

# Benefits of Alternatives to Suspension

- Eliminates the probability that student will be unsupervised during the school day
- Can be a valuable learning experience
- Parents generally more supportive
- Similar to real life logical consequences: “School jail” or loss of privileges and limited access to reinforcement
- Can involve school resource officers as educators of real life consequences

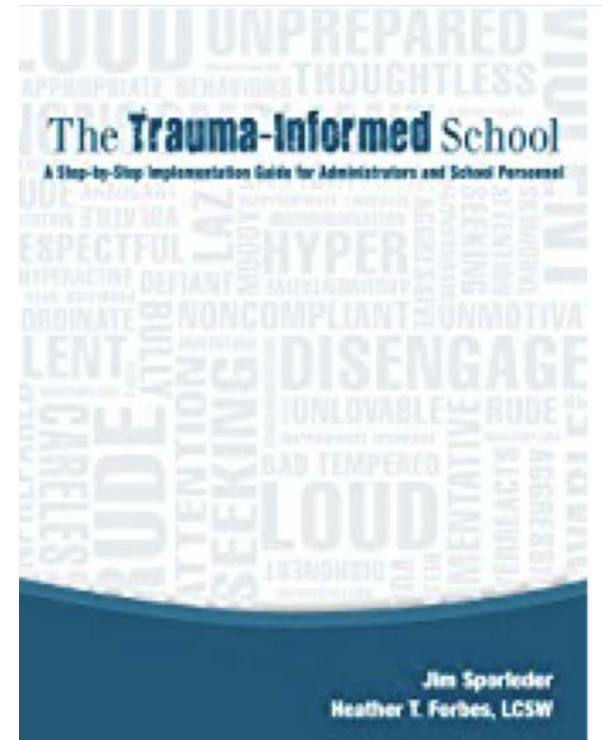


## **Alternatives to Suspension Crucial Things to Remember. . .**

- Must follow the principles of behavior science to be effective.
- Alternative to suspension should not be aversive but should not be more reinforcing than the typical school environment. If this is case, look at what variables in typical school environment are contributing to the problem.
- Instructors/supervisors must be trained in providing a “neutral” environment that isn’t overly reinforcing.
- Environmental engineering needs to provide appropriate space with private processing options for students who may escalate.
- Be aware of the possibility of “contagion” or having too many students in the environment to appropriate supervise that may reinforce each other by engaging in problem behavior.
- Students should be required to met specific criteria to return to regular education program-not just a certain period of time

# Trauma Informed Continuum of Care

- ❖ Social Emotional Learning Tier One Curriculum
- ❖ “Chill zone” in the General Education Classroom
- ❖ Response Team Support
- ❖ Teach and Protect Environment





# Response Team Support

- ❖ Adults in the building that do not have direct classroom duties
- ❖ Have walkie talkie communication system and take shifts during the day
- ❖ One primary and one back-up
- ❖ All trained in the Mandt System
- ❖ Goal is to provide the student with the support and prompting they need to become regulated and able to return to the class ready to learn.
- ❖ This may involve practicing weak and/or missing skills, offering encouragement, making a plan for checking back with the student, etc.

# Teach and Protect Environment (TAP)

2 classrooms

1-Separated into more area with a variety of reinforcers available and an area with just desks/chairs and visuals with behavior prompts and Zones of Regulation visuals

2-Next door empty normal sized classroom

# **Teach and Protect Environment (TAP)**

Physically unsafe or attempts to elope while with a response team member escorted with the minimal amount of prompting needed

Supervised by individuals with specialized training in providing emotional and behavioral support and are able to do so for a longer period of

Student given time and space for emotional safety while continuing to supervise them for physical safety until the student is able to interact without re-escalating.

# **Teach and Protect Environment (TAP)**

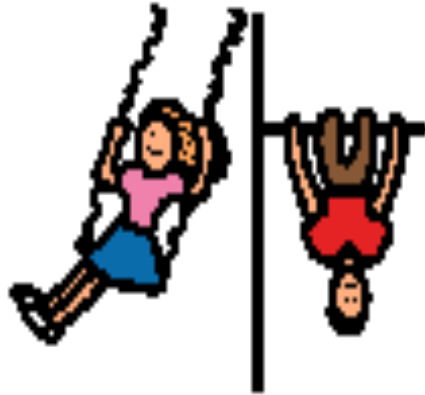
Support and prompting they need to become regulated and able to return to the class ready to learn. This may involve practicing weak and/or missing skills, offering encouragement, making a plan for checking back with the student, etc.

Student(s) may be escorted to the second empty classroom if there are multiple students in the first classroom and are interfering with each other's ability to engage in problem solving

Caregiver and/or wrap around services meeting is scheduled after second visit to TAP

# Teach and Protect Schedule

- Alternative to suspension
- Two most important behaviors at school
  - 1) Be safe
  - 2) Partner with adults
- Intensive “behavior tutoring” practicing these skills as the foundation for all others
- Must meet defined criteria to return to normal schedule
- Sits in defined area and remains there for the day unless escorted by adult (e.g. drink, bathroom)
- Specials activities occur alone in the defined area (e.g. P.E., Art, Music)
- Choices made by supervising adult (materials, order of assignments, etc.)
- Interaction with adults only and ideally only one with expertise in minimizing reinforcement (e.g. limited and neutral attention and interaction)

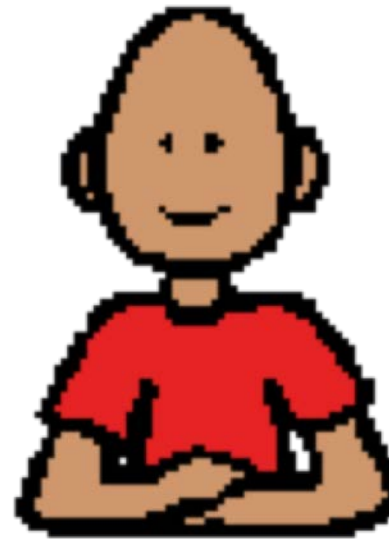
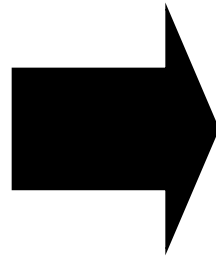
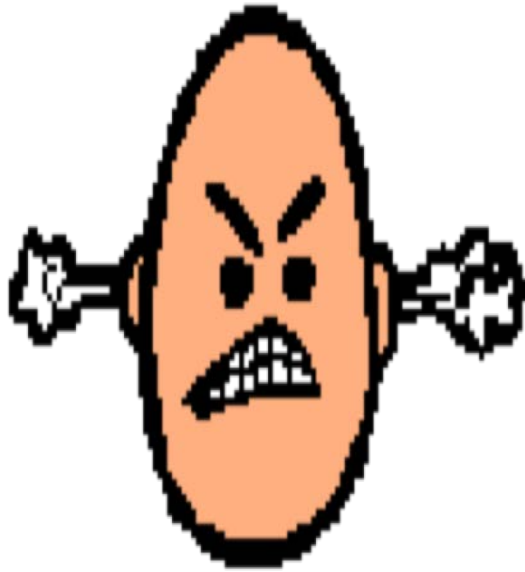


**Almost every day, we go to school to learn, and see our friends and teachers. We get to do lots of fun things at school like have recess, eat lunch in the lunchroom, and spend time with our friends.**

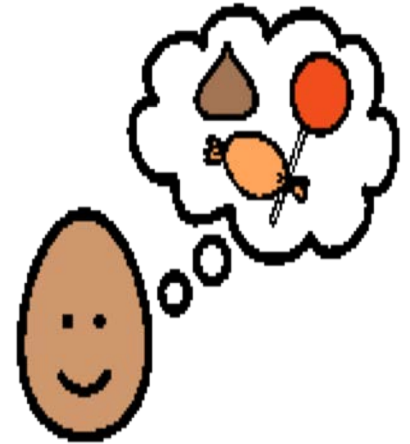
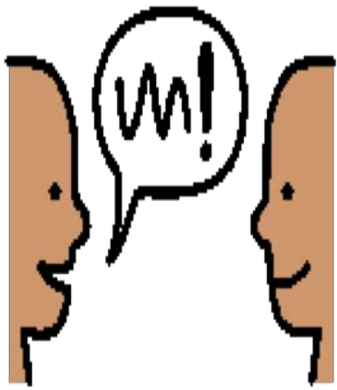


At school the most important thing is that we stay safe. This means that we keep our hands and feet to ourselves.



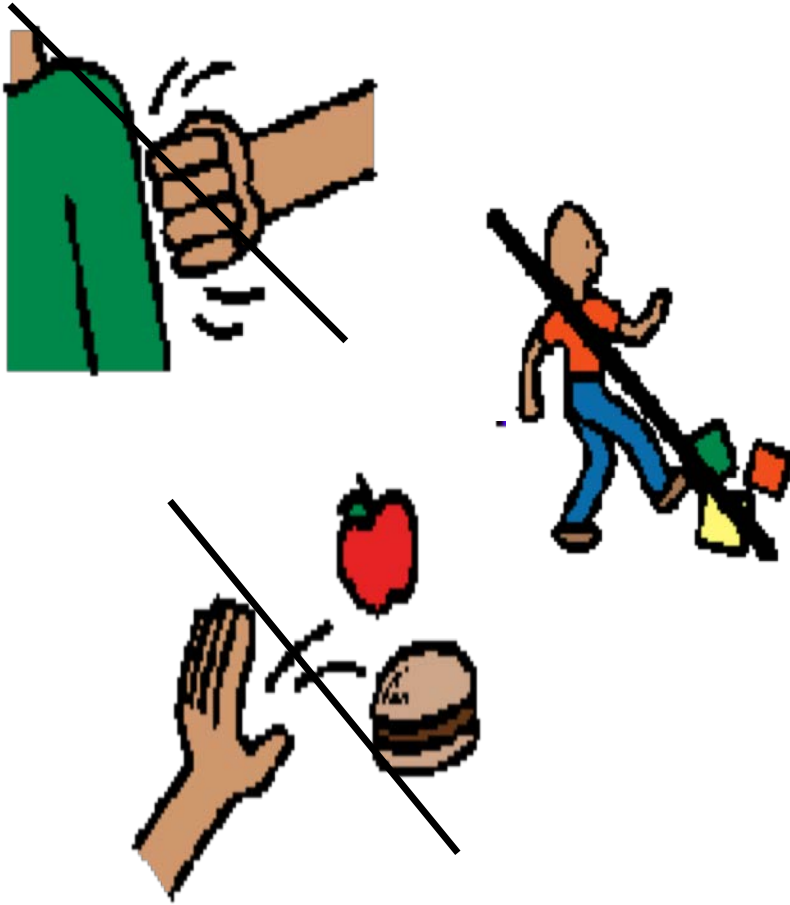


Sometimes things happen at school that I don't like and I start to feel bad. It is okay to feel bad. I can still stay safe when I feel this way if I make good choices to help me calm down and feel better.



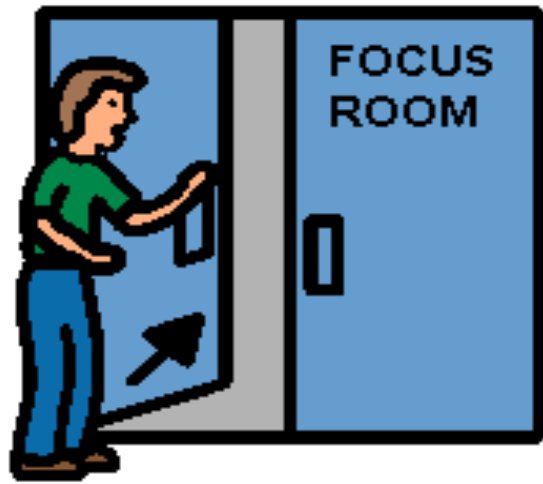
Some good choices I can make to help me calm down and feel better are:

1. I can use my words to tell an adult how I feel.
2. I can ask for a break.
3. I can take deep breaths.
4. I can think about things that I like to do and that make my happy.

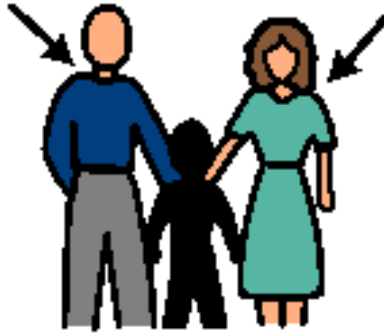


5

It is okay to feel bad at school. It is NOT okay to hit, kick, spit, destroy or throw things when I feel this way. This hurts other people's feelings and may scare or bother them. These are called LEVEL 5 behaviors and are against the law for adults!

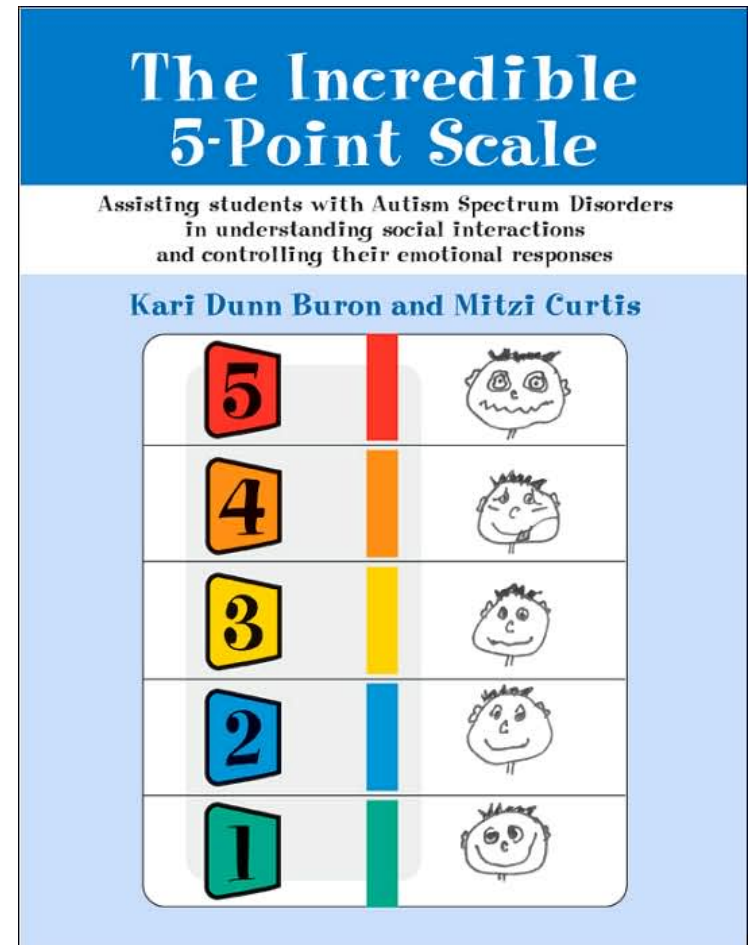
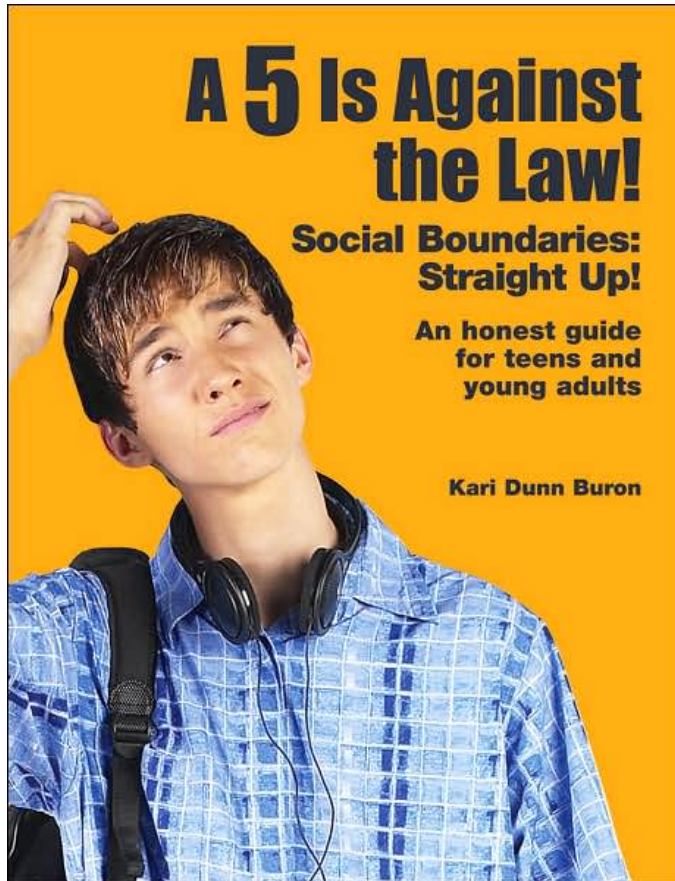


If I choose to do a LEVEL 5 behavior at school, I will need to go on Teach and Protect Schedule. This means I will go into a classroom by myself with a teacher and practice staying safe and following directions. No one is angry with me. My teachers care about me too much to not teach me what I need to do to help everyone stay safe. When I can do these things, I will be able to return to my normal schedule and do fun things with my friends and other teachers.



When I stay safe at school, I can stay with my friends and teachers and do fun things. My parents and teachers are very happy when I stay safe at school. I feel good about myself when I stay safe at school.

# Teach The Continuum of Problem Behavior- Connections to Consequences



[www.5pointscale.com](http://www.5pointscale.com)

## MATCH LEVEL OF CONSEQUENCE TO LEVEL OF BEHAVIOR

|   |   |
|---|---|
| <p>Anything minor and impulsive that doesn't significantly disrupt learning</p>   | <p>Low level redirection</p> <p>3 Strikes</p> <p>Rethink</p>                            |
| <p>Continued minor behaviors past "3 strikes"</p> <p>More purposeful misbehavior that still doesn't significantly disrupt learning</p> <p>Can be managed by the teacher without outside resources</p>                         | <p>Response Cost/Fines</p> <p>Time Away</p> <p>Behavior Tutoring</p> <p>Wasted Time</p> |
| <p>Behavior that significantly disrupts learning (doesn't respond to redirection and takes significant teacher time)</p> <p>Behavior that is against the law for adults</p> <p>Often needs additional resources to manage</p> | <p>Teach and Protect Schedule</p> <p>Other Alternatives to Suspension</p>               |



# **Your Delivery is Crucial!!!**

- Stay calm and in control of your behavior-do not take problem behavior personally!
- Be aware that your behavior and attitudes are part of the interaction and can escalate or deescalate the child's behavior
- Be aware of the messages sent by your body language (facial expression, gestures, posture)
- It is not the words but how you say them (tone, volume, cadence) that delivers the true message



Discipline is helping  
a child solve a problem.  
Punishment is making a  
child suffer for having  
a problem. To raise problem  
solvers, focus on solutions  
not retribution. – L. R. Knost