

## **Course: Discouraging Inappropriate Behavior**

### **Lesson: Using Additional Consequences**

## **Transcript**

This lesson describes the basic understandings regarding the effective use of additional consequences and the development of a continuum of procedures for discouraging inappropriate behavior that focuses on teaching. An instructional approach to inappropriate behavior helps students to learn the desired behaviors and when to appropriately use them.

There are 2 handouts that will be referenced during this lesson. If you have not downloaded them from the lesson website, please pause the video while you access these documents.

By the end of this lesson, you will be able to:

- Select and use additional consequences effectively.

Teachers use consequences daily in response to inappropriate behavior, particularly when inappropriate behavior is repetitive or a student is not responding to teaching strategies alone. When used appropriately, consequences decrease future occurrences of inappropriate behavior. All staff need to be able to select and use the least intrusive, logical consequence to be most effective.

Here are key terms and acronyms that will be used in this lesson.

**A-B-C:** Antecedent, behavior, consequence

**Consequences:** Responses that occur following a behavior and serve to decrease future occurrences of inappropriate behavior.

The strategies that have been introduced in the previous lessons are all consequences. That is, using the A-B-C model, they are the “C”—consequences or responses that occur following a behavior and serve to decrease future occurrences of inappropriate behavior. Although in behavioral terms they are called “punishment,” these consequences are not punitive but instructional—a means to help the student learn the appropriate behavior.

Some basic understandings about effectively using consequences will be discussed in the remainder of this lesson.

**CONSEQUENCES ARE NOT PUNITIVE.** Consequences paired with teaching of the alternative or desirable behavior can heighten behavior change. Effective consequences result in greater learning and often involve

learning tasks or opportunities directly related to the inappropriate behavior. In this manner, they are similar to what we do when students are not making academic progress. We provide additional practice or activities to help them learn. Some wonderful/effective learning-based consequences include role-play or practice, reflecting on the behavior and the alternative, arranging a situation for the student to demonstrate the skill, and making amends for behavior that impacted others. Effective consequences maintain student dignity and invite the student to take responsibility for his/her behavior and be a part of the solution.

Even though consequences for inappropriate behavior are intended to be educational, they are also mildly aversive. That is, they require effort and should leave little incentive to repeat the inappropriate behavior.

**CONSISTENCY, NOT SIZE, IS IMPORTANT.** It is not the size of the consequence that promotes behavior change, but the certainty that something will be done. This is a common misunderstanding as educators often look for a bigger consequence – that big one that will stop the behavior. When students passing in the hallways see that all educators consistently stop students to address the same violation of procedures, they will more likely use the expected behavior.

It is important to note that increasingly harsh consequences can lead to antisocial behavior. An overemphasis on punishment focuses the attention of the student on the looming consequence and limits their consideration of the effect their behavior has on others or themselves.

**CONSEQUENCES SHOULD BE SELECTED INDIVIDUALLY.** Consequences are best when they are selected to fit the individual, the specific behavior and setting, the frequency, or the severity of the behavior. What fits one may not fit another. For the middle school student who was rude to a substitute, perhaps having her determine how students should treat guest teachers and then teaching her peers is a powerful consequence. For the student having difficulty getting along at recess with a peer, planning an activity that they can successfully do together might be effective. In both of these examples the standard of respect is consistently upheld, but the consequences are personalized.

Schools often get caught up in a desire to be fair. Fairness and consistency is achieved through clear expectations and standards that are upheld for all. Fairness doesn't mean that everyone gets the same thing. Fairness means that everyone gets what they need in order to be successful and meet the standard.

### **RESPONSE COST SYSTEMS CAN PROMOTE CHRONIC BEHAVIOR.**

Response cost is when points, tokens, privileges, or other reinforcers already given to a student are removed contingent on instances of a specific behavior or behaviors. Some common examples include red, yellow, green cards; taking away points already earned; taking away tickets, and taking away earned free time. With a continuum of strategies, we are better off to use the least intrusive consequence for the frequency or severity of the behavior and increase our teaching efforts.

Response cost alone can be discouraging to students. Students who struggle with social behavioral issues may perceive that they can't meet the goals or expectations and therefore give up. Response cost may actually increase the likelihood of inappropriate behavior rather than reduce it.

**SOME CONSEQUENCES ARE INEFFECTIVE.** If a teacher notices he or she is repeatedly using a consequence for the same behavior and the consequence is not changing the behavior, then it's likely that it's time to employ a different consequence. This is an example of that old saying, "If you do what you've always done, you're likely to get what you've always gotten." This could be a good time to work with your colleagues to come up with other strategies or consequences to try.

**CONSEQUENCES SHOULD BE A LOGICAL RESULT OF BEHAVIOR, RESTITUTION.** Restitution is a consequence designed to be a logical result of the student's behavior, allowing the behavior and consequence to be easily linked in the student's mind. Restitution is when the student repairs damage or makes amends as a result of the inappropriate behavior. Some examples include: assigning homework when a student does not finish work in class or returning and walking again when a student ran in the hall.

Developing a menu or continuum of consequences specific to each non-classroom area or for each classroom procedure will help you avoid illogical consequences such as the removal of recess or detentions, which tend to be overused in many schools.

Review the example procedures and corresponding menu of consequences provided in the handout, *Example Procedures and Consequences*.

Select a classroom or non-classroom procedure. Brainstorm a list of possible consequences for inappropriate behavior. Be specific and list as many as possible.

- Are they instructional and logical?
- That is, do they help the student learn, do, or practice the desired behavior?

When your list is complete order them by increasing intrusiveness.

Pause the video, and when you are ready, continue watching.

In summary, use consequences as needed to help students change their inappropriate behavior. Be sure to pair any additional consequence with teaching and within an environment of a 4 to 1 ratio of specific positive feedback to corrective feedback.

- How does this information change your thinking about the use of additional consequences?
- What current practices used in your school need to be changed or adjusted?
- How can you help staff re-think their use of additional consequences?

Pause the video, and when you are ready, continue watching.

During this lesson, you learned about effectively selecting and using additional consequences to reduce the occurrence of inappropriate behavior in your school.

How will you ensure that all staff are able to effectively select and use additional consequences?

Next steps include updating your Tier 1 Action Plan. Develop action steps and a timeline of completion for providing training and coaching to all staff on how to effectively select and use additional consequences to reduce problem behavior.

Additional information about *Using Additional Consequences* can be found in Chapter 6 of the *Missouri SW-PBS Tier 1 Team Workbook* which can be found at [www.pbissmissouri.org](http://www.pbissmissouri.org).

When you are ready, continue to the next lesson, *Monitoring Minor Misbehavior*, where you will learn how to develop a decision rule for when to begin collecting minor data and select a format for collecting the information.

Here are the references for this lesson. If more references are needed, you can refer to the Reference section in the *Missouri SW-PBS Tier 1 Team Workbook* available on the Missouri SW-PBS website.

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