

CREATING CONSEQUENCES

EXAMPLES OF LOGICAL CONSEQUENCES

YOUNG KIDS:

- **NAME CALLING:** They have to apologize by **saying what they are apologizing for specifically and what they can do differently next time they are upset/ frustrated, before being allowed to play with the group again** (have to demonstrate they can make good choices by following the rules and putting on their listening ears first- will need coaching on this at first)
- **EXCLUDING or BEING RUDE:** Tell them that they are showing you that they cannot be around people right now because they are not following the rules and give them the **choice** to play separately OR go to the CALM CORNER until they are ready to be around people again (follow the rules and put their listening ears back on) -BE sure to PRAISE them PUBLICALLY for using the Calm Corner!

TEENS:

- **TEXTING EXCESSIVELY OR AT NIGHT:** phone taken away at 10 pm x 3 days or completely for a few days
- **ARGUES WHEN FINISH SCREEN TIME** (ie. DSI): have to earn it back or have to switch it off 5 min earlier next time to account for the possible lost time from a tantrum, but goes back to having full time after they accepted the end of screen time appropriately on two occasions
- **NOT DOING CHORES:** don't get allowance or not allowed out with friends until they have completed their contribution to the family

MAIN IDEA

- Kids (and adults) **learn quicker and are more motivated to change by REWARDS than punishment**
- REWARDS can be small and free, (aka "intangible") such as "great job using your calm words", getting to do special tasks, being the helper for snack, choosing dinner, etc or something more concrete (aka tangible"), like a dinky, a sticker, a token, a game, a puzzle etc
- We **TEACH CHILDREN WHAT IS ACCEPTABLE BEHAVIOR THROUGH WHAT THEY ARE REWARDED, IGNORED AND PUNISHED FOR, AND WHAT THEY SEE OTHERS BEING REWARDED AND PUNISHED FOR**
- The lesson is BEST LEARNED when the connection between the bad choice and the consequence is **LOGICAL** (it makes sense, the two are related) & **EXPLICIT** (you talk about it directly)

PRACTICAL TIPS FOR CREATING CONSEQUENCES

1. ASK the child **WHAT THEY THINK THE CONSEQUENCE SHOULD BE** (if appropriate)
 - Invite a suggestion, this will make it more likely that they will accept it willingly and help them reflect on the connection between their choice and the outcome
 - **Where there is already a set rule about a consequence for a certain behavior, there should not be a discussion**, just cue the child to whether what they did was a DO or a DON'T and what the outlined CONSEQUENCE is
 2. Make the consequences **LOGICAL** (examples on side)
 3. If they lost a toy or a privilege, make sure **THEY KNOW WHEN THEY HAVE THE NEXT OPPORTUNITY TO EARN BACK WHAT THEY LOST**
 - This keeps them motivated to turn things around so they can get it back (can prevent further escalation) and also prevents them from shutting down or giving up
 4. Some form of **RESTITUTION**
 - This helps us think of logical connections between the behavior and consequence and increases the child's accountability for the behavior, rather than just mumbling sorry and going back to what they were doing
 - Helping to rebuild a tower they broke
 - Exchanging their coloring page for someone else's that they drew on etc
 - Doing extra chores (ie, cleaning toilets) for the person affected if no clear logical connection is possible
 - Donating something of their own to compensate
 - Contributing allowance towards replacement of damaged item
- ➔ See handout re: What to do when kids don't comply with consequences

