

LOGICAL CONSEQUENCES

The Responsive Classroom



UNDERLYING BELIEFS

- Children are basically good and are struggling to establish meaningful relationships with us, each other, and the school community.
- All children will from time to time lose their control and make mistakes.
- Children need help to fix their mistakes and know what to do next time.

"YOU BREAK IT, YOU FIX IT"

This type of logical consequence is used in situations when something has been broken or a mess has been made—whether accidentally or intentionally. The consequence is that those responsible for the problem take responsibility for fixing it. Teachers use this type of logical consequence when they see an opportunity for a child to solve a problem he or she has caused.

EXAMPLES

Bertha jiggles the table and causes water to spill. The teacher directs her to clean it up.

Globert accidentally knocks Pedro down on the playground. The teacher prompts Globert to help Pedro up, ask if he's OK, and go with him to get first aid if needed.

Dwight gets upset and knocks a chair over and flips the table on its side. After taking space, the teacher directs Dwight to pick up the chair and table.

LET'S PRACTICE!

Ms. Gallegos is upset because she didn't get to finish her work before the bell rang.

She pushes her chair over and throws her work on the floor.

How would you react using the "you break it, you fix it" strategy?

-Kindergarten team

LOSS OF PRIVILEGE

This type of logical consequence is used when children's behavior does not meet pre-established expectations.

The consequence is that the child loses the privilege of participating in an activity or using materials for a brief time, usually a class period or a day.

What's taken away must be directly related to the misbehavior, and the teacher must make sure that the child truly understands and can live up to expectations. Teachers use this type of logical consequence when children defy, test, or simply forget the rules.

**Dear Teacher, I talk to
everyone.**

@astroashb

**Moving my seat will not
help.**

EXAMPLES

Roberta insists on using the watercolor brush in a way that damages its bristles. The teacher tells Roberta that she cannot use watercolors during choice time until she's practiced correct use of the brush and shown the teacher that she knows how to use it without damaging it.

Garth's class job for the week is line leader, but as he leads the class to lunch, he leans into a classroom to wave hello to a friend. The teacher tells Garth that he has lost the privilege of being line leader for the day and temporarily gives that responsibility to another child. Later, she checks in with Garth to make sure he remembers and understands the expectations for walking in line.

LET'S PRACTICE!

During a small group lesson, Ms. Cancellieri is using a dry erase marker to solve math problems on her personal whiteboard.

Despite many interactive modeling lessons on how to use markers, she jams the tip of marker into the board over and over.

After a warning, she keep jamming the marker down and even smiles while doing so!

How would you react using the loss of privilege strategy???

-1st grade team

ANOTHER PRACTICE!

Ms. Gallegos gets up to do her schedule helper job. While the teacher is addressing the class, she dances around and makes silly faces.

The teacher reminds her that her job is special, and she need to take responsibility. Ms. Gallegos agrees, but as soon as the teacher turns her back, she gets silly again. Furthermore, she presses some buttons on the nearby laptop.

What would you do using the loss of privilege strategy??

-2nd grade team

TAKE A BREAK

This type of logical consequence is used when a teacher believes that a child needs a way to calm down and recover self-control. The consequence is that the child moves to a pre-established place in the classroom, takes time to regroup, and then rejoins the class once he or she has calmed down.

Teachers use “take a break” to keep **minor** misbehaviors—intentional and accidental—from escalating and becoming disruptive, and to give children opportunities to practice strategies they’ve learned for regaining self-control. Because many children have experienced punitive uses of time-out, it’s important for teachers to explain that “in this class, take a break simply gives us the time and space we all sometimes need to get ourselves in check when we begin to lose our cool.”

TIMEOUT



CHANGES A MAN

EXAMPLES

Myrtle disrupts a math lesson by calling out answers without raising her hand. The teacher sends her to take a break. In the minute or two she spends there, Myrtle calms down using self-calming techniques the class has learned, and then returns to her regular seat.

Cheech's teacher notices he looks frustrated while doing his morning work. He puts his head down on the table and sighs frequently. Cheech's teacher sends him to take a break. He spends the time relaxing, taking deep breaths, and looking at a glitter jar. When he's ready, he rejoins his tablemates and completes his morning work.

SUGGESTIONS FOR BREAK AREA

- Visible protocol for students to follow
- Calming tools that students have learned how to use through interactive modeling
- TIMER - students should take breaks for 5 minutes at a time and let a teacher know if they need more time
- If there is improper use of take a break, offer the choice of correct use now or practice at recess. If improper use continues, the next logical consequence is Buddy Classroom.
- Make sure Buddy Classroom is reviewed through Interactive Modeling

LET'S PRACTICE!!

While teaching a lesson, the teacher notices Ms. Cancellieri rolls her eyes and sucks her teeth frequently while the lesson is going on.

Ms. Cancellieri whispers "this is so dumb" to her rug neighbor and laughs out loud.

This behavior continues even after a whole group reminder of expected rug behaviors.

What would you do using the take a break strategy?

-3rd grade team

PUNISHMENT VS. LOGICAL CONSEQUENCES

The goal of punishment is to enforce compliance with the rules by using external controls or authoritarian discipline.

- While effective in stopping the misbehavior in the moment, punishment does little to increase student responsibility.
- Punishment often leads to feelings of anger, discouragement, and resentment, and an increase in evasion and deception.

The goal of logical consequences is to help children develop internal understanding, self-control, and a desire to follow the rules.

- Logical consequences help children look more closely at their behaviors and consider the results of their choices.
- Logical consequences respond to the misbehavior in ways that preserve the dignity of the child. The message is that the behavior is a problem, not that the child is a problem.

EXAMPLE OF PUNISHMENT

Six-year-old Geraldo is zooming around the classroom when suddenly he trips and falls into Marlana's block building. Marlana lets out a scream and the teacher comes over.

Feeling irritated, the teacher looks at Geraldo and says loudly in front of the other children, "I have told you over and over again not to run in this classroom. Now see what you've done with your carelessness. Go sit in that chair and don't move until it's time for lunch." This is an example of punishment.

EXAMPLE OF LOGICAL CONSEQUENCES

Now, here's what might happen with a teacher who uses logical consequences. The teacher, although also feeling irritated, takes a deep breath and makes herself begin by describing what she sees: "Marlena is very upset right now because Gerlado knocked over her building. I need to talk with Geraldo first and then we'll figure out how to help Marlena."

The teacher takes Geraldo aside and begins by asking him a question.

"What happened?"

"I just tripped and fell into it accidentally. I didn't mean to knock it over."

Continue . . .

CONTINUES . . .

“Hmmm. So it was an accident. I did notice that you were running before it happened. Could that have been why you fell?”

“Maybe.”

“When kids run in the classroom, accidents often happen. That’s why our rule says to be safe. What do you think you could do to help Marlana?”

“I don’t know.”

“Maybe she would like some help putting the building back up.”

Geraldo nods and the teacher walks back with him to the block area. Marlana accepts Geraldo’s offer to help and together they build for the rest of the period.

WHEN TO BRING A STUDENT TO WENDY...

When they are intentionally harming themselves or others.

If a child is sick (throwing up) or injured (bleeding).

Extreme disrespect (swearing, screaming) that is not redirectable.

Remember the 3 Ds:

-disruptive

-destructive

-dangerous

OTHER THINGS TO NOTE...

- The teacher's tone of voice is critical in distinguishing logical consequences from punishment. There are many ways to say to a child that they've spilled their juice and should clean it up. If the tone is angry or punitive, then it's no longer a logical consequence.
- The same consequence can be respectful in one situation and demeaning in another. Mopping the floor is a respectful consequence for the child who chooses to have a water fight at the drinking fountain, but not for the child who fails to complete his work.
- Logical consequences require that the teacher gather more information before reacting. The teacher takes time to assess the situation and determine, sometimes with input from the child, what will help fix the problem.

HIGH-AWARENESS & REFLECTION

- All staff must be vigilant about watching students at all times to ensure safety.
- If you are seeing the same behavior over and over, you need to reteach the expected behavior using interactive modeling.



QUESTIONS TO CONSIDER

What is developmentally appropriate for the child?

Is it clear to the child what is expected?

What rule is being broken?

What problem is the behavior creating?

What will help to solve the problem?

ONE LAST THOUGHT...

When you observe a child acting the part of the bully, or refusing to do work, or talking back to a teacher, it is not a picture of self-control and self-respect. It is a sign of distress and a signal for help.

A promotional image for the Backstreet Boys' song "Bye Bye Bye". The five members are shown in a blue-lit setting, performing a dance move. The member in the center is wearing a red long-sleeved shirt, while the others are in black. The text "Bye Bye Bye" is overlaid in large white font across the middle of the image.

Bye Bye Bye