

TABLE 8.2

Guiding Principles for Using Consequences Effectively

GUIDING PRINCIPLES

TIPS

Know the developmental level of the individual.

Younger children may like pencils, candy, and stickers. Older children and adolescents may prefer time to socialize with friends or listen to music.

Know the individual's likes and dislikes.

Although we assume most young children will like candy and stickers, some won't. Know what is considered desirable by particular students.

Understand the function of attention.

Some students will want the teacher's attention (praise and criticism alike), whereas other children may not want attention or may want only positive attention, such as praise.

Know when and how often to provide consequences.

Reinforcement can be given on an intermittent schedule without needing to catch every appropriate behavior. Punishment must be given on a continuous schedule by catching every infraction.

Use reinforcement more than punishment.

Because reinforcement is more efficient on an intermittent schedule, reinforcement should be used often and punishment sparingly.

Do not use certain punishments.

Physical or psychological punishment, extra homework, withdrawal of recess, and out-of-school suspensions all are ineffective punishments.