



Consequences vs. Punishment and Rewards

Keynote Presentation

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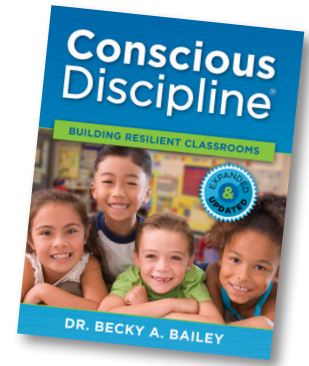
Author, Educator and Founder of Conscious Discipline

Motivation to Change

The motivation to change comes from two things:

1. **Reflection:** Reflect on our choices and their outcomes in relation to our long-term goals.
2. **Ownership:** Taking responsibility for the feelings generated within us.

Becoming conscious of consequences is the key to change.



Myths & Realities of Consequences

1. **Myth:** Consequences are created by adults and imposed on children.
Reality: Effective consequences happen all the time. Conscious awareness determines the effectiveness.
2. **Myth:** “Consequences” is just a new name for “punishment.”
Reality: Consequences rely on reflection assessed through composure. Punishment relies on judgment and blame.
3. **Myth:** The consequence of an action is determined by the outcome.
Reality: The consequences of an action are determined by how we feel about the outcome. A consequence’s effectiveness is governed by our ability and willingness to take back our power and empower children.

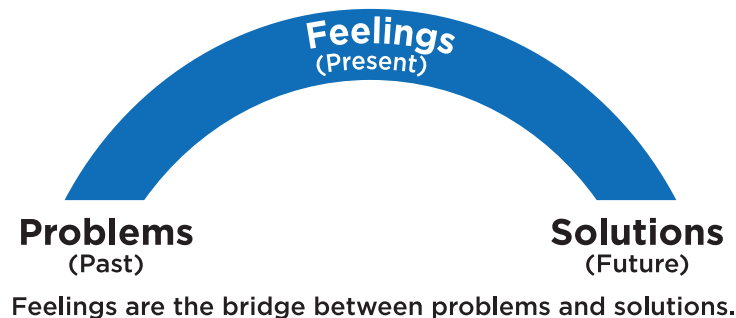
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D.N.A. Process:

D = Describe: “Your face is going like this (demonstrate).”

N = Name: “You seem ____.”

A = Acknowledge: “You wanted ____.” or “You were hoping ____.”



4. **Myth:** The severity of the consequence is equal to its effectiveness.
Reality: Consequences do not teach, they motivate. Increasing harshness reinforces the child’s feelings of alienation, worthlessness and hopelessness. The effectiveness of consequences is determined by how well we teach the social and emotional skills needed, and how connected and valued children feel within a School Family™.



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5. **Myth:** The hard part of consequences is coming up with ones that are reasonable, logical and related to the infraction.

Reality: The most difficult part of consequences is handling the backlash of children's reactions when the consequence is administered. Consequences + punishment = stagnation in the problem; Consequences + empathy = change with a solution.



Three Types of Consequences

Three intentions:

1. Intent to punish – make kids feel bad
2. Intent to save – save kids from their feelings
3. Intent to teach – kids feel what they're feeling

Three types of consequences:

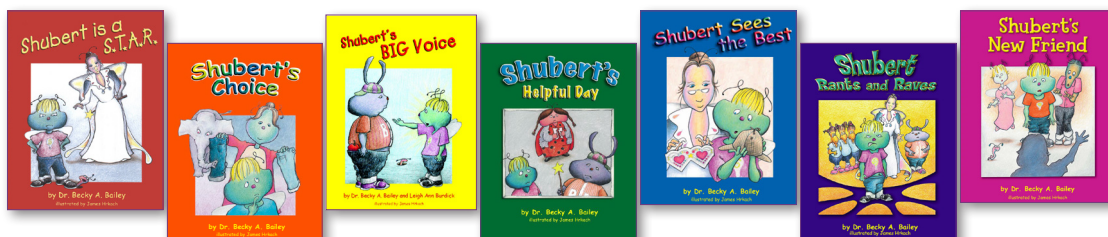
1. Natural consequences
2. Logical consequences
3. Problem-solving

1. **Natural consequences** motivate connected children to want to do things differently and therefore are excellent for helping children learn new social skills.

Generic Formula: You wanted ____, so you _____. You didn't know the words to use. You may not ____, ____ is not safe. When you want ____, say (or do) _____. Do it now for practice.

The natural consequence of...

- Grabbing = Learn how to ask for a turn
- Poking (tugging) = Learn how to get another's attention
- Hitting, pushing = Learn how to use appropriate words
- Name calling = Learn how to regulate emotions





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2. Logical consequences: Motivate connected children to use the skills they already possess.

Activity to apply a logical consequence: Emma, a connected member of the School Family, is poking her friends during group work time. She knows how to work as a team member and get her friend's attention by tapping her on her shoulder and calling her name.

Step 1: Choices: "Emma, you have a choice. You can choose to _____ and _____, or you can choose to _____ and _____."

Step 2: Relate: Relate to safety or agreements.
"_____."

Step 3: Reflect: Reflect back.
"Tell me what will happen if you _____ again."

Step 4: Clarify: Clarify if needed.
"_____."
Once you leave the work area, Emma continues to poke her friend.

Step 5: Apply: "I can see by your actions that you have chosen to _____."

Step 6: Empathy: Emma shouts, "I wasn't doing anything. You always pick on me! I don't have to listen to you!"
Regain composure if needed and offer empathy.
"You seem _____. You were hoping for/wanting _____.
You're _____. You can handle this. _____ with me."

3. Problem-solving: Motivation to use executive skills.

P.E.A.C.E. Process:

- P = State the Problem** as you see it and its impact on you. "I've noticed that when children use their BIG Voices, some friends are not listening and continue with hurtful behavior."
- E = Encourage** the children to own the problem: "Have any of you noticed this?"
- A = Affirm** the problem, restating it in terms of what you want to happen. "So the problem is remembering to listen to others."
- C = Collect** from children helpful solutions through the brainstorming of ideas.
- E = Evaluate** to see if it is working.

Disconnected children are not willing to solve problems. You must start a relationship repair program.

1. Reconnect with *I Love You Rituals*™
2. Use positive intent and reframe
3. Re-teach the social and emotional skills needed by relying on natural consequences

"One individual who lives and vibrates to the energy of optimism and willingness to be nonjudgmental of others will counterbalance the negativity of 90,000 individuals who calibrate at the lower levels."

– Dr. David Hawkins

A 2x2 grid of four cartoon objects, each with a face and a surprised expression. Top-left: A yellow five-pointed star with a face, holding a small wand with a star at the end. Top-right: A red heart-shaped balloon with a face, tied with a string. Bottom-left: A blue faucet with a face, with water spraying from the spout. Bottom-right: A brown twisted pretzel with a face, decorated with white sprinkles.