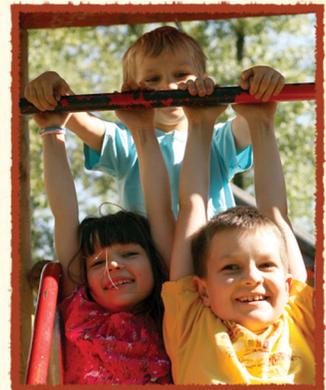
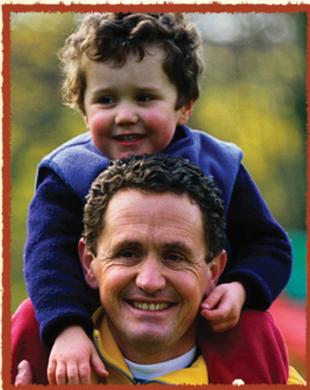


Logical Consequences



Project funded by the Child Care and Head Start Bureaus in the U.S. Department of Health and Human Services



What Works Brief Training Kit #18



Center on the Social and Emotional
Foundations for Early Learning
www.vanderbilt.edu/csefel/

July 2009

The **What Works Brief Training Kits** were developed to help in-service and pre-service providers conduct staff development activities. Each kit is based on one What Works Brief and contains the following items: presenter’s PowerPoint note pages, participant handouts, activity ideas, pre-training survey, demographic form, training evaluation, and training certificate.

The What Works Brief Training Kits are grounded in the Pyramid model depicted below which provides a framework for describing the four interrelated levels of practice that address the social and emotional development of all children. The Pyramid is designed to guide practitioners in understanding the importance of children’s social-emotional competence in terms of school readiness and the prevention of challenging behavior. This What Works Brief Training Kit relates to the “Targeted Social Emotional Supports” level of the Pyramid.



We welcome your feedback as you provide professional development activities with these materials.

Special thanks to the Meginnis Endowment at UIUC for funding to help support this effort and to the following individuals who developed the What Works Brief Training Kits materials: Micki Ostrosky, Hedda Meadan, Greg Cheatham, Monique Mills, Sallee Beneke, Nancy Gaumer, Amy Hayden, Elenor Rentschler, and Angel Fettig.

Presenter Notes



Speaker Notes:

- Presenter should be familiar with the content in *What Works Brief #18* (available at <http://www.vanderbilt.edu/csefel>).
- Welcome participants.
- Take care of any logistics (e.g., length of time for session, break, handouts, etc.).
- Consider using *What Works Brief # 18* handout as a supplemental resource.
- Pass out pre-training survey for all participants to complete and turn in.
- As you present the workshop, remind participants to take the culture and background of children into consideration and to work hand-in-hand with parents when they select target behaviors, since some behaviors may be part of the child's culture.

What Are Logical Consequences?

- The actions or responses that are implemented following a child's inappropriate behavior that serve to discourage the child from engaging in the behavior again
- Used as an alternative to punishment such as reprimands or scolding
- Used to help guide children by helping them face the results of their behavior



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Speaker Notes:

We will look at some examples of logical consequences on the next slide.

What Are Logical Consequences?

Examples:

- A child who has trouble cleaning up after snack may be told that his/her access to the next activity will be delayed.
- A child who often hits children in the block area who want to play with him/her could be told that he/she must play alone in the block area.



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Speaker Notes:

- Present these examples and ask participants what they think of this approach.
- Discuss with participants the fact that cultural factors may impact children's responses to requests. For example, in some families boys are not asked to clean up; consequently, these boys may have more difficulty following through on that request. Similarly, children from some cultures are less frequently asked to make choices by adults. These children may have trouble understanding that they rather than the adult will make choices for them.
- Discuss with participants the fact that some children with cognitive delays have difficulty making choices. For example, logical consequences is inappropriate for a child who is just learning how to choose between going to the block area or computer.

How Should Logical Consequences Be Implemented?

- Should be presented to a child as a choice
- Be certain child understands the options and can choose (i.e., clean up or no outdoor play)
- Child may engage in the expected behavior to access an activity, object, person, or material
- Behavioral options logically link current activity to resulting action



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Speaker Notes:

- Logical consequences should be presented to a child as a choice.
 - Teacher: “Sheri, you can choose to clean up or choose to be late for center time.”
- Be certain the child understands the options and can choose.
 - Developmental level is important in how children behave. Consequently, if a child is unable to perform an expected task (e.g., verbally request applesauce during snack) due to communication delays, the logical consequence (i.e., the child not being allowed to eat applesauce) is not appropriate. The child would first need to learn and demonstrate consistently how to verbally ask for applesauce before teachers could use logical consequences.
- Child may engage in the expected behavior to access an activity, object, person, or material.
 - When the child chooses to clean up and has finished cleaning up, he/she can go to center time.
- Behavioral options logically link the current activity to resulting action.
 - For example, the link between cleaning up and center time is logical in that a child should finish one activity before starting another.

How Should Logical Consequences Be Implemented?

- Discuss logical consequences with the child before implementation
- Only select options that you are willing or able to enforce
- Don't help the child by intervening before the consequences take place
- You might offer the child a chance to try again later if the team agrees
- Logical consequences should not be threatening or punitive



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Speaker Notes:

- Discuss logical consequences with the child before implementation. Be sure that the child understands the consequences and the expected behaviors before implementing logical consequences.
- Only select options that you're willing to enforce. For example, if the teacher is unable to stay in the classroom while the remaining children play outside, then this logical consequence is not useful.
- Don't help the child by intervening before the consequences take place. Our tendency may be to help the child, but this would prevent the child from learning the logical consequence. For example, teachers should not help the child clean up in order to ensure that the child is able to join center time.
- If you have empathy for the child, offer a chance to try again later. The child should see that if he/she does not complete the desired behavior, he/she will have another chance later. For example, if the child fails to clean up and misses center time, he/she can be offered the same choice at the next opportunity. In this way, the child is provided multiple opportunities to complete the expected behavior (i.e., clean up) and access center time. Finally, be certain that your team agrees to give the child another chance later.
- Logical consequences should not be threatening or punitive. Logical consequences are not designed to be punishment; instead, they help children realize the natural outcomes of their behavior.

Possible Outcomes for Using Logical Consequences

- Using logical consequences should result in rapid changes in the child's behavior within the targeted routine or activity
- If using logical consequences is not successful, think about why the child is engaging in the challenging behavior and consider other ways to support the child



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Speaker Notes:

- Using logical consequences should result in rapid changes in the child's behavior within the targeted routine or activity.
 - For example, if the child has been having trouble cleaning up and is given a choice between (a) cleaning up then going to center time OR (b) missing center time because he/she has not cleaned up, most children will quickly clean up.
- If using logical consequences is not successful, think about why the child is engaging in the challenging behavior and consider other ways to support the child.
 - For example, if the child does not quickly clean up so he/she can participate in center time, teachers should reconsider whether cleaning up is the issue or whether other issues are involved. In this case, the child may not clean up because center time is not interesting. Teachers could then make center time more interesting for the child by allowing him/her more opportunities to participate, bringing in the child's home life/culture, engaging in more kinesthetic activities, or making center time activities more accessible to the child (e.g., providing picture cues, prompts with teacher instructions, positive feedback for appropriate participation).

Challenging Behavior

Child doesn't put art project in cubby after finishing

Logical Consequence

Child is told that if he/she doesn't put his/her work away, it may be thrown away during cleanup and he/she won't be able to show it to his/her grandmother



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Speaker Notes:

Ask participants the following questions:

1) What are some reasons why this logical consequence may not work?

Suggested responses: The child may not understand how (i.e., all of the necessary steps) to put the art project away. The child may not understand where to put the art project. The child may not understand the directions due to communication delays or because the child does not speak English fluently. The child may not be interested in showing artwork to his/her grandmother.

2) What can teachers do if this logical consequence does not work?

Suggested responses: Break down the task of putting away the art project. Teach the child each step. Teach the child where to put the art project. Some art projects are put in cubbies, while others are hung up. Teach the child the difference between these and be clear about where each project should be placed. Use picture cues to help the child understand how to put the art project away. Determine another logical consequence that has meaning for the child (e.g., this particular child may want to show his/her art project to another family member or may want to have his/her artwork displayed in the classroom).

Activity 1

- Work with a partner to develop logical consequences for the following challenging behaviors



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Speaker Notes:

- Have participants complete the handout for Activity 1.

Kyra

Challenging Behavior

Kyra walks away
from the computer
without putting her
disk in the case

Logical Consequence

?



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Speaker Notes:

Ask participants to share their logical consequences for Kyra's challenging behavior.

Suggested responses: Kyra might be unable to use the computer next time because her disk was not put away correctly. She may be unable to go on to the next activity because she did not actually finish the computer activity (i.e., "Part of using the computer is cleaning up when you're done.")

Also ask pairs: What words would you use to explain each logical consequence to Kyra?

Suggested response: "Kyra, we put our disk away when we're done using the computer. If you choose not to put your disk in the case when you're done with the computer, then you're choosing to not use the computer tomorrow because you won't be able to find your disk."

Peter

Challenging Behavior

Peter throws blocks
from the loft

Logical Consequence

?



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Speaker Notes:

Ask participants to share their logical consequences for Peter's challenging behavior.

Suggested response: Peter might not be allowed to play with blocks in the loft.

Also ask pairs: What words would you use to explain this to Peter?

Suggested response: "Peter, we play with the blocks nicely in class and that means using them for building things. If you choose to throw blocks then you won't be allowed to play with the blocks in the loft."

Roberto

Challenging Behavior

Roberto refuses
to wash his
hands before
snack

Logical Consequence

?



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Speaker Notes:

Ask participants to share their logical consequences for Roberto's challenging behavior.

Suggested response: Roberto will not be allowed to have snack.

Also ask pairs: What words would you use to explain this to Roberto?

Suggested response: "Roberto, to be clean we need to wash our hands before eating. If you choose not to wash your hands, then you're choosing not to have snack with your friends."

Activity 2

- **Pair** with a partner
- **Think** about
 - programwide expectations
 - individual expectations
 - ways to use logical consequences in your setting (fill in the table on your handout)
- **Share** your thoughts with the large group



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Speaker Notes:

- Have participants complete Activity 2 Handout.
- **Assign** partners.
- Pairs should **think** about each participant's programwide expectations, individual expectations, and ways to use logical consequences in his/her setting (center/school). Also, pairs should discuss what language/words will they use to explain these expectations and consequences to children. Each pair should determine two programwide expectations and two individual expectations. Next, the pair should determine how to use logical consequences for each of the expectations they discussed.
- **Share** thoughts with the large group by having a few groups share their ideas.
- Presenters should discuss the fact that teachers need good reasons for each of the rules they enforce with their class. For example, having a rule that children should never talk during snack time is unreasonable given that in most cultures, people socialize while eating.

Activity 2

Challenging Behavior	Logical Consequences	Words You Will Use To Explain



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Speaker Notes:

- Pairs work to determine a challenging behavior in their setting that is in opposition to program/individual expectations (i.e., expectation is that all children are safe and challenging behavior is children running in hallways) and logical consequences.
- After completing the activity, thank the participants for participating and have them complete the evaluation form, if appropriate.
- Distribute the certificate of attendance if appropriate.

Pre-training Survey

WWBTK #18: Logical Consequences

☀️ What are logical consequences?

CSEFEL



☀️ What are two strategies used when implementing logical consequences?

☀️ What are possible outcomes from using logical consequences?

☀️ What are the three most pressing issues you face as an early childhood professional?

1.

2.

3.

Pre-training Survey

WWBTK #18: Logical Consequences

Demographic Information

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Describe yourself (check the boxes that best describe you):

Your gender: Female Male

Your age: under 30 31 to 40 41 to 50
 51-60 61 and above

Your ethnicity: European American Asian-Pacific Hispanic
 African-American American Indian Other (specify)_____

Check your current teaching certificates:

- Early Childhood Education
- Elementary Education
- Special Education
- Other (Specify)_____

Check the one that best describes your education:

- High school or GED
- Some college
- Associate's degree
- Bachelor's degree
- Master's degree
- Other (Specify)_____

Your teaching experience:

How many year(s) have you taught preschoolers? _____

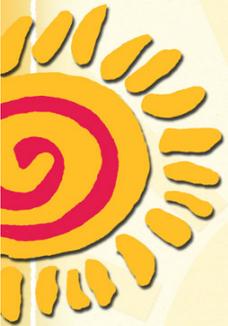
How many year(s) have you taught preschoolers with IEPs? _____

Thank you for completing this survey.

Participant Notes



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WWB Training Kit #18

Logical Consequences

Participant PowerPoint

Notes

What Are Logical Consequences?

- The _____ or _____ that are implemented following a child's inappropriate behavior that serve to _____ the child from engaging in the behavior again.
- Used as an alternative to _____, such as reprimands or scolding
- Used to help _____ children by helping them face the results of their _____.



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How Should Logical Consequences Be Implemented?

-
-
-
-
-
-
-



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Possible Outcomes of Using Logical Consequences

- Using logical consequences should result in _____ in the child's behavior within the targeted routine or activity
- If using logical consequences is not successful, think about _____ the child is engaging in the challenging behavior and consider other ways to _____ the child



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An Example

Challenging Behavior

Child doesn't put art project in cubby after finishing

Logical Consequence

Child is told that if he doesn't put his work away, it may be thrown away during clean up, and he won't be able to show it to his grandmother



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Notes

Activity 1

WWBTK #18: Logical Consequences

Directions: Work with a partner to develop logical consequences for the following challenging behaviors.

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Kyra

Challenging Behavior: Kyra walks away from the computer without putting her disk in the case.

Logical Consequence:

Peter

Challenging Behavior: Peter throws blocks from the loft.

Logical Consequence:

Roberto

Challenging Behavior: Roberto refuses to wash his hands before snack.

Logical Consequence:

Activity 2

Pair-Think-Share

WWBTK #18: Logical Consequences

Directions: Pair with a partner. Think about the following: programwide expectations, individual expectations, and ways to use logical consequences in your setting. Fill in the table with three challenging behaviors, each behavior's logical consequence, and the words you could use to explain the logical consequence to a child. Finally, share your thoughts with the large group.

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Challenging Behavior	Logical Consequences	Words You Will Use To Explain Logical Consequences to a Child

CSEFEL Training Workshop Evaluation

WWBTK #18: Logical Consequences

Date: _____ Location: _____

Topic: _____

Speaker(s): _____

Your position: _____

CSEFEL



☀ Circle the number that best expresses your reaction to each of the following items:

- | | | | | | | |
|--|-----------------------|---|---|---|---|------------------------|
| 1. This topic is important to me. | (Extremely Important) | 4 | 3 | 2 | 1 | (Not Important at All) |
| 2. The amount of information covered was | (Just Right) | 4 | 3 | 2 | 1 | (Inadequate) |
| 3. The information covered was clear. | (Very Clear) | 4 | 3 | 2 | 1 | (Vague) |
| 4. The activities conducted were beneficial. | (Very) | 4 | 3 | 2 | 1 | (Not at All) |
| 5. The handouts provided were useful. | (Very) | 4 | 3 | 2 | 1 | (Not at All) |
| 6. Overall, this presentation was | (Very Useful) | 4 | 3 | 2 | 1 | (Not Useful) |

☀ Things I liked about this presentation:

☀ Things I would change about this presentation:

☀ Additional information I would like on this topic:

☀ New things I am going to try as a result of this workshop:

☀ Additional comments:

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Certificate of Training Logical Consequences

This is to certify that

successfully completed the above training

Trainer

Trainer



Participant

Date and Location

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Foundations for Early Learning

Additional training resources are available at: <http://www.vanderbilt.edu/csefel/>