

Why doesn't punishment work

THE CHEAT SHEET

1. Antecedents – triggers and conditions before a problem
2. Behaviour – the actual and observable act
3. Consequences – the natural and imposed results of the behaviour or what we do to respond



Punishment is something done to us, not with us! And if we remember back to our childhood or own classroom experiences, it didn't deter us from the original behaviour it just made us better at not getting caught or completing the punishment quickly. Who cheated on the lines punishment by writing all the 'I's then the 'will's? Didn't stop us from running though!

Why do we want to use natural consequences instead of punishment?

We want children to stop or change their behaviour because they want to, not because of a punishment. Behavioural Scientists tells us that no behaviours – not one – will change without there being a change in the antecedent structure, meaning that if we know what's going on we can prevent negative behaviour from occurring in the first place and if needed, respond appropriately if a consequence is required. If we approach each situation with curiosity, we can learn the antecedent more readily.

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We can be busy with the behaviour and miss the opportunity to find the trigger.

What does it look like at home and school?

HOME Default Statement	HOME Restorative Statement	SCHOOL Default Statement	SCHOOL Restorative Statement
"Stop thumping your sister"	"Your sister is hurt, tell me what happened?"	"Stop calling him names"	"You seem frustrated, what's the story?"
"Give the toy back"	"You have your brother's toy, how can I help?"	"I told you to line up"	"You're out of line, how can I help?"
"You broke the plate"	"What do you know about the broken plate?"	"Give his pencil back"	"His pencil is missing, what do you know about it?"