# Punishment vs Logical Consequence Matrix

In your groups, fill in the blank boxes with what you think would be considered examples of punishment or logical consequence for the problem behavior.

<table>
<thead>
<tr>
<th>Problem Behavior</th>
<th>Punishment (What not to do)</th>
<th>Logical (Related) Consequence</th>
<th>Transformative Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem lining up</td>
<td>-Disappointment</td>
<td>-Shaming, lost points</td>
<td>Be positive, but help the students learn to be successful and then take joy in their success</td>
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<tr>
<td>Turning in assignment late</td>
<td></td>
<td>-Loss of points on the assignment</td>
<td>Project-driven work and meaningful assignments will reduce the tendency for students to neglect assignments.</td>
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<tr>
<td>Frequent talking out of turn</td>
<td>-Writing lines</td>
<td>-Negative recognitions</td>
<td>The level of side-talk is usually related to 1) how engaging the work is and 2) whether or not the teacher has created a culture of listening</td>
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<tr>
<td>Group of students cannot refrain from conflict that leads to poor performance</td>
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<td>- clarify task, confirm understanding</td>
<td>Clear directions, assessing the quality of group participation, and inductive lesson designs will ensure more students are engaged more of the time.</td>
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<td>- clarify need to resolve conflict - confirm commitment to conflict-free effort</td>
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<td>- loss of opportunity to take part in activity, potentially needing to reflect on solutions for future efforts, and/or need to complete work on own time</td>
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<tr>
<td>Tapping pencils on desks</td>
<td>-Public negative recognition</td>
<td>-spending time after class</td>
<td>-Meet students’ basic need for power. Create engaging lessons -Develop a culture of listening</td>
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<td>Going to Bathroom</td>
<td>-Publicly questioning why the student needs to go</td>
<td>-Questioning the students intentions</td>
<td>Student uses them as they see fit, and when they are gone the student is out of privileges to go. Help the students take make wise use of the privilege</td>
</tr>
</tbody>
</table>

Adapted from *Transformative Classroom Management*:  
http://web.calstatela.edu/faculty/jshindl/cm/Chapter10Consequences.htm