Here are some of the fundamental differences in the two approaches:

A) The goal of punishment is to enforce compliance with the rules by using external controls or authoritarian discipline.

- While effective in stopping the misbehavior of the moment, punishment does little to increase student responsibility.
- Punishment often leads to feelings of anger, discouragement and resentment, and an increase in evasion and deception.
Here are some of the fundamental differences in the two approaches:

B) The goal of logical consequences is to help children develop internal understanding, self-control, and a desire to follow the rules.

- Logical consequences help children look more closely at their behaviors and consider the results of their choices.
- Unlike punishment, where the intention is to make a child feel shamed, the intention of logical consequences is to help children develop internal controls and to learn from their mistakes in a supportive atmosphere.
Here are some of the fundamental differences in the two approaches:

C) **Logical consequences are respectful of the child’s dignity while punishment often calls upon an element of shame.**

- Logical consequences respond to the misbehavior in ways that preserve the dignity of the child. The message is that the behavior is a problem, not that the child is a problem.
- The teacher’s tone of voice is critical in distinguishing logical consequences from punishment. There are many ways to say to a child that they’ve spilled their juice and should clean it up. If the tone is angry or punitive, then it’s no longer a logical consequence.
- The same consequence can be respectful in one situation and demeaning in another. Mopping the floor is a respectful consequence for the child who chooses to have a water fight at the drinking fountain, but not for the child who fails to complete his work.
Here are some of the fundamental differences in the two approaches:

D) **Logical consequences are related to the child’s behavior; punishment usually is not.**

- Leaving the group is related to being disruptive in a group; missing recess is not. Cleaning up graffiti on the bathroom wall is related to drawing the graffiti on the wall; being suspended from school is not.
- Logical consequences require that the teacher gather more information before reacting. The teacher takes time to assess the situation and determine, sometimes with input from the child, what will help fix the problem.
- Here are a few questions teachers might ask themselves when trying to assess a situation:
  - What are the developmental issues at work here?
  - Is it clear to the child what is expected?
  - What rule is being broken?
  - What problem is the behavior creating?
  - What will help to solve the problem?
Here are some of the fundamental differences in the two approaches:

E) The belief underlying the use of logical consequences is that with reflection and practice children will want to do better, whereas the belief behind punishment is that children will do better only because they fear punishment and will seek to avoid it.

- Teachers using logical consequences begin with a belief in the basic goodness of children and the knowledge that every child is a learner, struggling to establish meaningful relationships with us, each other, and the school community.
- These teachers expect that all children will from time to time lose their control and make mistakes.
- The use of logical consequences helps children fix their mistakes and know what to do next time.