



Welcome to Week 3 of Sharing Control. I hope you've had success re-examining boundaries, especially in light of appropriate expectations, and feel better in terms of how you handle the teaching of these boundaries. Of course, we can teach all we want, but what happens when our children seem to violate a rule that we believe warrants consequences? What if no matter how much we try to teach a boundary, it just isn't sinking in? When do we step in and "up the consequences", so to speak? Is there an age when that's suddenly appropriate, like when we know the expectation is correct and we've taught the boundary? Shouldn't there be more than just empathy and a plan going forward when our kids do something like, hit another child? Break something? Don't do homework?

These are problems facing many parents and educators and where things like reasoning often go out the window and people are left thinking punishment is the only answer. Luckily for us, it's not, and so let's take a look at why punishment doesn't work (so you don't fall into the trap of thinking you should use it), what kinds of consequences there are and when to use them, and take a closer look at some common problems and what the consequences might look like.



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Section 1: Why Punishment Doesn't Work

There are several reasons punishment doesn't work and I want to briefly review them all. If at the end of this you still have questions about the use of punishment in any situation, I would be happy to review them in office hours or via email.

1. It's Illogical. I know, I know, people keep saying that punishment makes sense, an eye for an eye type of response, but actually it's not at all. Outside of leaving everyone blind, most punishments have nothing to do with the actual act or they just reinforce the initial act. Suppose a child hits and so you take away TV for the night, there is absolutely nothing in this response that has any logical connection for the child and thus they fail to actually internalize the *moral* lesson that we are supposed to be teaching. Or suppose we have responded to hitting with yelling or spanking, we have told them that their outburst is wrong, but somehow justifies our own. Again, the child cannot make a moral conclusion and thus actually fails to learn anything.
2. Only Teaches Fear. When I say the child doesn't learn anything, I mean the child doesn't learn anything useful. A child can learn to fear the adult, but then we enter the realm where behaviour is being driven by an external force, not something internal which is what moral development is supposed to be. A child behaving out of fear does not have a moral compass and thus when that fear is removed – either because the child has gotten older or the adult is not around – there is less fear and the types of behaviours we don't want to see can re-emerge or even get worse.
3. Increases the Risk of Harsher Consequences. One of the key findings on 'harsh discipline' was that when used as a punishment it independently increased the risk of subsequent harsher consequences, including abuse. The problem with punishment is that if that is all we think we have to use and it ceases to work, where do we go? We have painted ourselves as parents or educators into a corner whereby we cannot get out except to escalate, sometimes to levels we are uncomfortable with or should never go near.
4. Doesn't Address the Root Causes of Behaviour. Paraphrasing the wonderful L.R. Knost here, punishment punishes a child for having a problem instead of helping them through it. If we view all of our children's behaviour (the good and the bad) as being indicative of their overall state at a given

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time point, we can see how we have the option to help them navigate hard times and remain moral or we can contribute to the problem.

5. **Removes Control and Leads to Narcissism.** The child who is punished has no control in the situation – it is removed entirely – and this results in a child that becomes self-focused. The child, struggling with the punishment in terms of its degree of logic and the emotions it brings up, can only see things from his or her own perspective. Without support and a voice to help our children focus outward towards others, we end up with kids that can be thoroughly narcissistic in that they fail to see the effects of their actions on others or even if they do, they can fail to care because they are stuck focused on their state of arousal.
6. **It Breaks the Bond.** Although next week we will focus exclusively on the importance of connection as it pertains to all of this, punishment is one act that can negatively impact the bond between parent and child. The child who typically sees the parent as someone to go to for support and comfort now has to reconcile this with a person who inflicts pain, shame, fear, and so on. Unfortunately, our children are not excellent at seeing the potential nuance that we see. They do not understand that we can punish and still love because the acts are actually in complete contrast to each other. When I took a course on understanding Mohawk culture, I learned that their traditional cultures, the grandmothers and aunts bear the responsibility for any corrective discipline of a child. This was done, as I was told, to help maintain the value of the bond between mother and child; the mother should be seen as the one who may handle discipline in the teaching perspective, but never in correction as she loves the child as he or she is.

Now, if we accept all this, then we have to look at ways in which we can handle the aforementioned struggles without imposing punishment. Correction is sometimes necessary, but how we go about it is essential, especially as many of us don't have that community, like the Mohawks, to help in this regard.



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Section 2: Consequences – Logical vs Natural

If we move away from punishment as a consequence, then we are left with two options: logical consequences and natural consequences. I will argue here that either of these can be used without falling into any of the pitfalls that I highlighted above, but it can take a bit of a shift in mindset and a bit of a relinquishing of control. After all, much of our need to punish really stems from the lack of control we feel we have over our children's behaviour and our misguided attempts to get it back.

Section 2a: Natural Consequences

I start with natural consequences here because this is the primary way of learning for children; in some cultures parents impose little consequence outside of what might happen in normal circumstances and although this can have devastating effects, the children do really learn. What are natural consequences? They are the consequences that happen regardless of anything you do (unless you prevent them, something we'll discuss later in this lesson); they exist outside of you. We learn from them because they occur whether we like them or not and there are no power plays or control issues affecting how we view the situation; that is, there is no one to blame and no defensiveness to take us away from learning whatever lesson or boundary is being taught. The adult-child relationship gets to remain strongly intact. Let's look at some examples to better understand how these come into play.

Example 1. A child refuses to get on a coat to go outside in the winter and gets cold. Getting cold is the natural consequence to refusing to wear a coat outside in winter.

Example 2. A teenager wants to do a summer program but is failing a class, refusing to do homework, and ends up failing the course, resulting in the requirement to do summer school instead and missing out on the summer program. Here losing out on the program because of choices made during the year is the natural consequence for this particular situation.

One of the amazing parts about natural consequences is that us adults get to avoid being "the bad guys". We are outside the realm of control; in fact, the child holds all the control of the situation and learns when things go wrong. I believe us adults often talk about "learning from our mistakes" and this is exactly the type of situation we are speaking about. Our children are given the opportunity to have

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control over their choices in a given environment and learn from whatever the outcome is. The only thing we have to remember is that sometimes we need to help trace this path between the behaviour and the natural consequence so that our children can see that connection. They may not always get it right away so our job is to help facilitate this learning.

There are a couple issues that bear mention though. First, these are not appropriate in all situations, despite some advocates suggesting they are. For example, sometimes consequences are far too costly (either in terms of the potential outcome or financially) and thus we have to do things to help avoid them. Here I am thinking of bodily harm that could result in something like death or severe morbidity, not the typical falling and getting bruised or hurt as normal kids do (that is an important natural consequence they need to learn from); I also think about things that could cost the family, like eating only junk food and getting tons of cavities that cost thousands to fix (if people even have the funds). Thus there are times when we need to avoid natural consequences simply because they aren't practical.

I want to briefly revisit the idea of getting hurt here as this is something many parents (of children of all ages) in our society try to avoid. We fear physical pain and yet it is one of the strongest ways in which we learn. When we hurt ourselves, the body gains muscle memory for what we did and tries to adapt; luckily young children are able to try things and fail in many situations without severe harm (there are, of course, exceptions). One of the main rules or tenets of free play with young kids is to only allow them to do as much as they can, without our assistance. This means that kids don't get help climbing the jungle gym or rocks or anything because if they can't get up, they likely lack the capacity to understand how to behave once up and also the capacity to get down safely. When we follow our children's physical lead, we may be scared sometimes, but they *almost always* naturally have a very good sense of physical awareness which helps keep them safe; it's up to us not to mess that up.

Second, there is the issue of how we try to avoid negative consequences. This is a common problem in our society as more parents aim to shield their children from failure for fear of what they might miss out on, what they might feel, and so on. We may be able to replace some of these natural consequences with logical consequences, like when we are dealing with dire outcomes, but often we don't, we just remove the consequence altogether. We help our kids avoid failure or discomfort, and with it, learning. When we do this, we are taking away our child's experience of learning responsibility and control, and replacing it with a different type of lesson: one in which our kids learn that either they can make whatever choice they like and still get the desired outcome they want or that they have no autonomy and thus no knowledge of how to weigh factors in a given situations to make the right choices. Sometimes we'll even take away the natural consequence and replace it with punishment in hopes of somehow being able to teach our kids a lesson we fear they won't internalize otherwise. This then negatively affects the relationship without teaching the lesson that the natural consequence would have.

I think the hardest part for parents (or teachers) here is that they struggle to see their child in any type of negative state. The adults know that the child will be happier if they get some desired outcome, whether it's going on a family outing they are resisting or being warmer and more comfortable with a coat, so either they find ways to remove any natural consequence or they become the "bad guy" to

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coerce the child into situations they think will be best (and probably often are). Part of our ability to parent effectively is thus to be able to sit with our children's negative states to help them learn from these experiences. We can help them pick up the pieces and find solutions moving forward, but we should not remove the learning experience altogether. Think of the child that doesn't want to wear the coat, in this case, the adult need simply bring the coat along so when the child gets cold, the adult can ask if now they would like it and perhaps even remind the child of that experience the next time they go out. No battles, no power struggles, and a solution found.

Overall, natural consequences are an excellent way to learn, but as mentioned it's not always practical. This brings me to the other type of consequence we can use...

Section 2b: Logical Consequences

Unfortunately logical consequences are far overused in our society; however, this doesn't mean they don't have a place in our toolbox. We just have to be particularly careful how we use them and how frequently. Before we get into the key components and how to actually introduce them, I want to make a couple things clear.

First and foremost, most boundaries do not need logical consequences. In the vast majority of cases, natural consequences will suffice. If you are busy cleaning up after your child, you won't have time to do something else with them. If you don't do your homework, you will (likely, but not always) do poorly in school. If you don't share with others, they likely won't share with you. If you don't wear your coat, you'll (probably) get cold. These are the things that help our kids learn. The *only* use for logical consequences is when the natural consequence isn't one we can either live with for any number of reasons. It may be financial, it may be too dangerous, or it may be social, in the case of a teacher who has to manage a classroom and so one disruptive child affects everyone. This is when logical consequences come into play.

Second, get rid of the idea that a consequence has to be negative. This is crucial to moving forward. Yes, sometimes it is (after all, that's often how we learn from natural consequences, but we forget to discuss that we learn from *positive* natural consequences too), but sometimes the thing that will help all of us learn and move ahead is positive. For example, in natural consequences, when we eat healthier, we often feel better and look better, leading us to keep up the trend. A child who may be acting out in class may need more active time or connection – these are positive things and definitely a consequence to the behaviour, but they also help the child learn about his or her behaviours and needs.

Now for a logical consequence to be effective there are three main criteria it has to meet. The first is that it has to be logical *to solving the problem at hand* and this is where it gets tricky. Often logical consequences are viewed as some form of punishment, just a kind we can feel better about, but if they aren't actively used to help teach something or solve the problem in the moment, they fail. When coming up with a logical consequence, you have to ask yourself if this actually addresses the issue in some way that may *help* the child in the moment or long-term by learning from it. In many ways,

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returning to how we teach boundaries is a natural form of logical consequences, but sometimes we do have to have that idea of a “consequence” to help facilitate learning (like natural consequences).

Let’s take the idea of brushing teeth as this is one that clearly can be an issue for families and the natural consequences may not be ones we are able or willing to accept. In this case, the goal is to get the child to understand the natural consequences of not brushing and try to have a logical consequence that will avoid getting to this stage. Something like not allowing any sugars (fruit and juice obviously included) until the child brushes while explaining why would be one such possible logical consequence.

The second criterion is that they should seem as natural as possible; that is, you should get to remove yourself as the instigator from it. They are so logical that it can seem like they arose without your imposition. This can remove a lot of anger or frustration by the adult in question because the consequence will simply follow, much like a natural consequence. Think about how you would talk about a natural consequence; you would never say something like, “If you don’t wear your coat, I will make you cold” because that would be ridiculous. Similarly, when you talk about a logical consequence, you can tell how much sense it makes if you remove yourself from the equation. For example, say you have decided on a logical consequence of not going to public places with a child who is regularly being aggressive with others when out. You can present it as, “While we are working on ways to help you feel better as you seem to be struggling with others, we won’t be able to go to places like the park because it is hard for you and it puts other people at risk” as opposed to, “I won’t take you to places like the park because it puts people at risk”.

I should add that this holds even when the consequence is positive and the reason is that part of what I hope we aim to teach is that our children learn to view these consequences as things that may be needed to help them and not things that are subject to the whim of an adult. If we were dealing with the need for connection after an outburst, we could say, “I will connect with you to help you feel better” or we could say, “You need some connection time to help you feel better. Could I be that person?” The logical consequence is the need for connection and our job is to help our kids learn to identify these needs whether or not we’re the ones able to help them in the moment.

The third criterion is that the consequences have to be structured in ways that prevent them from becoming illogical, or punishment. If we’re viewing logical consequences as means to *help*, there is less risk of this, but sadly many people’s ideas of logical consequences still veer more towards punishment and this can happen in a few ways. First, this happens when we try to impose a logical consequence on something that really doesn’t have one, or not from us. Here I’m thinking of situations like the repeated failure to do homework. Parents can set up the environment to be conducive to getting homework done (as discussed last week), but at the end of the day, the failure to do so (especially the repeated failure to do so) is something that falls outside the home domain. A second example here would be any consequence from not eating whether at home or in school. Whether or not you eat the food handed to you is going dependent upon a ton of things, none of which deserve any type of logical consequence (the natural consequence of being hungry is what would follow and our job is to just ensure healthy options are there when the child gets hungry).

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The second way is when we move from something that starts logically but ends illogically, like the case of a child not sitting still and having a chair taken away from them for the rest of the day. Yes, there can seem like a strand of logic there (“You don’t want to sit, so let’s take the chair away and you can stand instead of repeatedly trying to make you sit”) but the set duration and failure to discuss with the child what’s going on means this becomes about the adult taking something away from the child to try and obtain better behaviour, aka punishment. Continuing the eating example above, we sometimes withhold food for extended periods when kids haven’t eaten on the timetable we have set. Now sometimes this happens – there’s no food and they have to wait – but when we do it on principal, we are punishing them for not eating either at a time they weren’t hungry or for not eating food they didn’t find appealing.

The third way is about language. Here you may have a logical consequence, but the way in which you present it pits it as a punishment, not something that logically follows. This often comes when we fail to do one of the following: be specific about the boundaries we are teaching, empathize or acknowledge the child’s perspective, make it seem like the consequence comes naturally, or explain the reasoning that makes it logical. Let’s return to the physical aggression example from above. Instead of saying, “While we are working on ways to help you feel better so you don’t feel the need to hit people, we won’t be able to go to places like the park because it puts other people at risk”, imagine if a parent were to say, “If you don’t stop hitting, I will not take you anywhere”; that logical consequence has become a punishment.

As you can hopefully see, logical consequences are far harder than many people believe them to be and don’t need to be used nearly as often. I will leave you with examples of logical and natural consequences in the last section when we review the common problems and of course I’m available during office hours to discuss your specific questions, but I first will leave you with these steps for identifying and implementing the appropriate logical consequences for your situation (assuming you have the right expectations and you are teaching boundaries in a way that is appropriate):

1. Is there a natural consequence that would work better? If so, leave it at that.
2. Am I the person who has the right to impose a logical consequence? If not, you can talk to someone who can or step back.
3. Does this consequence make sense given the behaviours I’m trying to address? The test here is really to see how well you can explain the link between the two. If you can explain it perfectly, it’s logical, but if you can’t, then you may need to re-evaluate. (As a quick exercise, try to explain the link between not eating dinner and not being able to watch TV, a common consequence in our society, and let me know how persuasive you find yourself.) *Note: Nothing involving removing love is ever appropriate.*
4. Once you have the consequence in place, actively write out or note all of the times you would use it. That is, what does your child have to do to enforce this consequence? Knowing this ahead of time means you aren’t panicked in the moment, but also can help you see if you’re focused too much on imposing consequences; remember they should be used sparingly.

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5. Explain to your child what the consequences are *ahead of time*. You may need to sit down one night and explain these going forward if it's been an ongoing issue and you may need to remind your children in the moment, but if they don't know what to expect, you cannot enforce anything logically. Note that you should also absolutely involve your child in this discussion if they are old enough (and almost any verbal child will have some thoughts) because what seems logical to you may not seem logical to them and this is the time to iron that out.
6. Be open to revision. These consequences will naturally shift over time so always be aware of that and be ready to make changes or let go as needed.



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Section 3: Handling 'In the Moments'

If you have your natural and logical consequences set then you will hopefully face fewer times when you feel yourself exasperated, stressed out, and unsure what to do in the moment. However, chances are you won't be prepared for everything that comes your way, so the question becomes how we handle these moments we are unprepared for?

The problem with trying to define how to handle these moments is that we may be in a number of different states by the time we realize we are *actually in one of these moments*. However, the way we get ourselves *out* of this moment will be relatively similar, though there may be steps here that you ignore from time to time if they aren't relevant to your particular situation.

Step 1. Calm down. No matter where you are, no matter what rush you're in, there is no room for you to be angry/frustrated/etc. You need to be able to calm yourself in order to better address the situation. Remember that being in control is not controlling others, but being in control of your emotions, as discussed last week. I recommend one minute of deep breathing with your tongue resting against the top of your mouth as this helps re-establish appropriate vagal nerve function.

Step 2. Acknowledge your expectations are flawed in the moment. For whatever reason, your child is unable or unwilling to abide by whatever your expectations are. Accept it. You don't have to like it, but if you refuse to accept it and continue by thinking this is going to end how you want it to, you will be in for a world of trouble. Sometimes just saying out loud, "Clearly X is not going to happen today" or "Clearly you cannot do X in this moment" can be helpful for us as it helps shift our brain away from this need to keep going down a path that isn't working.

Step 3. Identify the child's need in the moment. Clearly your child has a need for something and it may not be what he or she is asking about or putting up a struggle over. The more we can tap into these moments and figure out what our children are *really* asking us about, the easier it becomes to work with our kids instead of against them. For example, if your child is refusing to go out of the house to get to daycare, are they feeling like they need more connection with you? Are they feeling rushed and overwhelmed in the morning (maybe because you are too) and this increases their anxiety? Did something happen the other day that makes them fearful of going back?

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Step 4. Think about alternatives to meeting this need. Often our kids get stuck in the moment of seeing one way to meet a need, but as the adults our job is to think outside the box and find ways for our children to have these needs met *while also being able to do what we need to do*. Sometimes giving in to whatever your child is asking is the way forward. Sometimes not. I want to be clear here that you need not fear entitlement if you are giving in when the child has a need that you can meet. Refusing to meet a need because you fear they then might act out more to get their way isn't logical when we are talking about needs. For example, a child that needs to connect because they feel overwhelmed may need you to stop what you're doing and spend 10-15 minutes (or more) with them and this will not lead them to throw a tantrum when you say no to getting a toy. Meeting their needs is not teaching them entitlement, it teaches them that they have a support system in you.

Step 5. Apologize if needs be. Sometimes we're far down the rabbit hole of being locked in a power struggle with our kids and we can say and do things we regret. We must apologize. Remember how our kids learn from modeling? The way they will learn to take responsibility for their actions and know how to make amends is by seeing us do the very same thing, and that means saying you're sorry and identifying how to make it better and not fall into the same trap next time.

Step 6. Look forward. What are you going to do in a similar situation next time? How can you avoid this type of situation going forward? Once you're out of the moment, you can't just expect it not to happen again, but rather you'll need to make a concerted effort to ensure that you do get a plan in place to help avoid this. This brings you back to the needs of the child and finding ways to ensure they are met *before* you run into troubles.

I want to take a moment here to mention a couple things that we often forget and can lead to moments where there didn't need to be one. The first is that we often end up in battles as we try to make our kids happy about what's going on instead of simply accepting their negative emotions. Our job as parents is not to convince our kids to be happy about anything, but rather to empathize with them in the moment and help them through these times when they may be unhappy but something needs to happen. Our cultural focus on "happiness" is, I believe, a larger problem that undermines so much valuable learning about responsibility and how to connect with and support others. Sometimes things need to happen that your child won't be happy about. That's okay. Let them feel that negative emotion and be there for them so they know they have someone to help them *through* it, not find a way *around* it.

The second is that I often find parents spending inordinate amounts of time reasoning with young children about the events at hand, not the causes. I am all for reasoning when it's relevant, but often what we are reasoning about is nothing to do with the actual need or underlying problem and thus we end up in a situation where we are not advancing anything and in fact getting more upset because the unreasonableness of the situation drives us insane. Think about a child having a tantrum over wanting a particular sweater for the day, but it's dirty. The tantrum is almost certainly not about the sweater but something else, yet parents will debate the merits of other sweaters with their child for ages, getting more and more frustrated when the child fails to see their reason. When we step back and realize we're

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not addressing the actual problem, then the reasoning can stop, we can focus on the emotional connection and then we start to see what the actual issue is and work towards resolving it.



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Section 4: Chaos in the Classroom

For many of us parents, we find the struggle to appropriately help one or two kids to be hard enough, but for teachers in the classroom, there is an even greater expectation that they will have “control” over as many as 25 to 30 kids. This often leads to what many believe to be the necessity for strict consequences (as in, more punishment-like) because there needs to be some calm in the classroom for kids to learn. I want to quickly address this for those of you who are working in classrooms because although I do acknowledge the difficult positions you are in (especially as many schools prohibit many things that would make your lives easier), I do think there is another way.

Unfortunately classrooms do not have a lot of natural consequences that kids can learn from because of the social dynamics. Yes, a child doesn't do the work, they can fail, but even then it's a hard lesson because sometimes others don't do the work and pass so there are mixed messages. However, because one child's behaviour affects so many, teachers find themselves struggling with the need for logical consequences more than the rest of us.

For teachers, I think one of the primary foci has to be on rethinking consequences as positives as opposed to negatives. I talked about it above, but let's look at a few classroom-related examples. One common problem teachers seem to face is when children are acting out or quite active when lessons are taking place. Here the question has to become: why are they acting out? What is the need? In many cases, the need is actually for movement because that's how kids learn. In response, you may need to rethink the design of the classroom, ditching desks for round tables and having kids regularly moving throughout lessons or for adding in regular intervals of activity as they do in Finland (where kids get a 15 min break every hour). If the classroom is too chaotic, you may do best just taking the kids out for 30 min to play a game that may even help teach a few concepts but also gets them moving and relaxing.

In the case of a particular student who may be struggling and acting out against fellow students, of course knowing the history is essential as he or she may be facing difficult times, either acute or ongoing. And then instead of punishing the student for having problems, perhaps it's time to bring the

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class together to have an open discussion on things that bother us and how we can move find help, calm ourselves, and find a solution to our problems, if one exists at that moment. Kids learn so well from one another that using each other as a means to not feel alone, learn techniques, and just open up dialogue is as valuable as any other lesson. And for a kid who is struggling, being brought into the fold even more instead of shunned can make all the difference.

One theme that seems to come up when we talk about classroom issues (and parenting too) is not to be too tied to your plans. Sometimes we need to scrap what we planned and go with the flow – taking advantage of those “teachable moments” as they are called. Science or reading may not happen when you planned, but learning on emotion regulation and empathy or math through active engagement may take its place and these are just as valuable as lessons for kids. I know it can be hard not to panic when you have so much to teach, so I must remind you now that we have a wealth of research backing up the idea that when we actually do less, we get more done.

Section 5: Common Issues – Consequences

With our common issues, we have now explored expectations and the kinds of boundaries we are teaching. Now it's time to look at what natural and logical consequences come with each of these areas. Remember, not all areas have natural or logical consequences so I will only provide an example if there is one; of course, I am not omniscient and thus I am very likely forgetting some, so feel free to add to this as you see fit (and to pass these ideas on to me as well). As always, I am happy to discuss your unique situations in office hours or via email.

Issue	Natural Consequence(s)	Logical Consequence(s)
Physical Aggression	<ul style="list-style-type: none"> • People don't engage or play with you • Getting hurt back • Trouble with authority (if older) 	<ul style="list-style-type: none"> • Avoid situations or people that trigger aggression until triggers are under control • Leave the situation in order to calm down (with help, if needed)
Relational Aggression	<ul style="list-style-type: none"> • People don't engage or play with you • May face retaliation from people harmed 	<ul style="list-style-type: none"> • None
Disrespect/Speaking Out	<ul style="list-style-type: none"> • Won't be respected • Alienates people who they may need later on (for disrespect) • May not get what you want 	<ul style="list-style-type: none"> • None (the idea of not doing what is being asked is a natural consequence, not logical)
Tantrums	<ul style="list-style-type: none"> • Allows the release of big emotions so the child can move on (this is a positive one that is often ignored) 	<ul style="list-style-type: none"> • IF this is in a public venue that may disrupt others, move to a more quiet area together
Obedience	<ul style="list-style-type: none"> • Something might not get done • If you have to do something for the child or are late, there will naturally be other things missed out on 	<ul style="list-style-type: none"> • None
Listening or Sitting Still	<ul style="list-style-type: none"> • May not learn something important, especially for safety • May bother others when in a public environment and be asked to leave or not return 	<ul style="list-style-type: none"> • IF this is a situation that could disrupt others, take a moment to find a way to get energy out to be able to focus better or sit still • IF this involves safety, avoid the following activity or event because it wouldn't be safe as the child has not paid attention
Homework	<ul style="list-style-type: none"> • May not do well on assignments or tests which can have later implications for university, etc. • May miss out on other activities if having to make up work during the summer 	<ul style="list-style-type: none"> • None

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Issue	Natural Consequence(s)	Logical Consequence(s)
TV/Video Games	<ul style="list-style-type: none"> • Can affect mood, sleep, etc. 	<ul style="list-style-type: none"> • IF there are concerns with use, come up with limits either in terms of time spent, when one can go on, what needs to happen before one starts, etc.
Remembering Things	<ul style="list-style-type: none"> • Things get forgotten or not done 	<ul style="list-style-type: none"> • None
Cleaning Up	<ul style="list-style-type: none"> • Things stay messy • Things may go missing • Things are hard to find, especially when in a rush 	<ul style="list-style-type: none"> • IF this is in a public area that affects others, you may want to move where the child plays/engages to a private spot they can be messy in or move the things out of public areas and put into their space
Eating	<ul style="list-style-type: none"> • Will be hungry • Will feel sick (if eating too much unhealthy foods) • May gain weight • Face health problems 	<ul style="list-style-type: none"> • None
Sleeping	<ul style="list-style-type: none"> • Will be tired • Won't have the energy to do what they want to do 	<ul style="list-style-type: none"> • None
Sharing	<ul style="list-style-type: none"> • Other kids may not share with them • Other kids will be angry and may lash out 	<ul style="list-style-type: none"> • None

Remember: When we talk about no logical consequence, this is outside of your regular teaching of any boundaries. Sometimes we may employ a lesson in response, but this isn't a logical consequence, rather a continuation of our job to teach our children. So, for example, the logical consequences for *Relational Aggression* are often none, but only because what you need to do falls under the teaching element, like doing some perspective-taking exercises, getting to know the person in question, and so on.