

# Is There a Place for “Punishment” in a Multi-tiered System of Support?

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## General Guidelines

*How are you going to prevent it from  
happening again?*

1. Minors addressed with an instructional focus
2. School wide procedures for majors are followed
3. If student removed from setting, debrief and plan to prevent
  - i. What does student need to be successful?
  - ii. What can we do to help?

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## Continuum Logic

- 80-90% will respond to Universal supports, as well as “traditional” school-based consequences for behavioral infractions
- 10% who require Tier II supports to be successful will typically respond to negative consequences inconsistently
- Students requiring Tier III supports will also require highly individualized responses to significant behavioral infractions

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**Always Follow Problem Solving Logic of SW-PBS**

- Careful review of the data
- Insure positive instructional supports are in place with high fidelity and remain in place across any negative consequences
- Implement the least intrusive consequence and carefully monitor student behavior

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**Science of Behavior**

*Do not use any negative consequence, package, system, or program without understanding the behavioral principle involved*

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**Types of Stimuli**

**REINFORCING**

(a) associated with an increase in behavior when presented following a behavior (give/increase)

(b) associated with a decrease in behavior when withdrawn following a behavior (take/decrease)

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## Types of Stimuli

### AVERSIVE

- (a) associated with a decrease in behavior when presented following a behavior (give/decrease)
- (b) associated with an increase in behavior when withdrawn following a behavior (take/increase)

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## Reinforcement

**Reinforcement** = contingent presentation of a reinforcer or removal of an aversive to increase behavior.

- *Positive Reinforcement*
  - When reinforcing stimuli presented contingently that results in an increase in behavior
- *Negative Reinforcement*
  - When an aversive stimuli contingently removed; results in a increase in behavior

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## Punishment

**Punishment** = contingent withdrawal of reinforcement or presentation of an aversive to decrease behavior.

- **TYPE I** Contingent presentation of an aversive to decrease behavior.
- **TYPE II** Contingent withdrawal of reinforcement to decrease behavior.

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### Disadvantages of Punishment

- They do not “teach” what to do instead
- Can be easily abused
- All predicated on the assumption student:
  - Knows what to do instead
  - Has the skills to use appropriate behavior under similar context
  - Consistent environmental supports to increase the likelihood the student uses appropriate skill

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### Guidelines

- Use consistently
- Administer in neutral --business like fashion
- Debrief
- Teach/explain procedure PRIOR to offense
- Act immediately
- Record data & use to monitor
- Do not allow avoidance of work

*ALWAYS PAIR WITH POSITIVE INSTRUCTIONAL APPROACHES*

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### Possible Side Effects Associated with Punishment Practices

- avoidance
- escape
- withdrawal
- aggression

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### Common School Punishment

- Suspension/Expulsion
- Loss of privileges
- Time Out
- Response Cost
- Restitution Overcorrection

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### Suspension /Expulsion

- Removal from school for specified period of time
- Behavioral Principle behind suspension/expulsion?
  - Type II
  - Type I
  - Combination

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### Suspension /Expulsion

- Considerations
  - Set policy
  - Clear explanation of infraction
  - Avoid forced confessions, apologies, etc.
  - During student absence, clear planning process occurs to identify positive strategies and supports to put in place on student return to avoid the offense from happening again

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Loss of Privileges

- Following infraction, student not allowed to access something that was not "earned"
- Behavioral Principle?
  - Type II
  - Type I
  - Combination

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Time Out

Removal of access to sources of reinforcement contingent upon the occurrence of problem behavior-- results in **decrease** in responding

Keep duration short (max 10 minutes)

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Response Cost

Contingent WITHDRAWAL of specified amounts of reinforcement that the student **already has earned** that result in a decrease in responding

- Avoid negative balances
- Plan for student refusal

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### Restitution Overcorrection

Correcting the environmental effects of an inappropriate act to a condition better than it was before the act that results in a decrease in future responding

- Behavioral Principle?
  - Type II
  - Type I
  - Combination

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### Acknowledgement Systems

- Class DoJo
- Color coded cards
- Level systems
- Warnings/check marks

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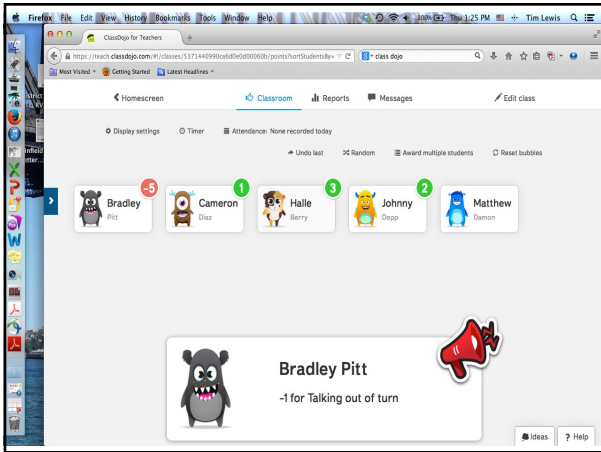
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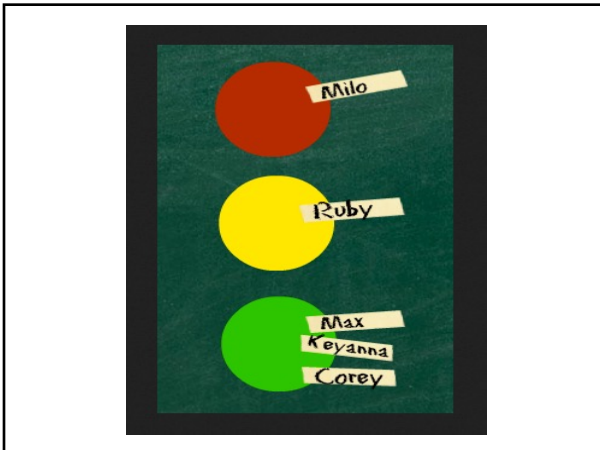
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### Acknowledgement Systems

- Assumptions?
- Pre-requisites
- Behavioral Principle?
  - Type II Punishment
  - Type I Punishment
  - Positive Reinforcement
  - Negative Reinforcement

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### Class Dojo MO-PBS Adaptations

*The biggest "tweak" that needs to be made with Class Dojo is to remember that ALL negatives need to remain private and should be for teacher use only, if they are used at all. Just as you would never slap a math worksheet that has a big, red letter "D" on it up on the wall for all to see, you shouldn't post negative behaviors up for all to see either.*

Susanna Hill, MO-PBS Tier II/III consultant

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**Other Strategies**

- What behavioral principle?
- Assumptions about student learning history?
- Assumptions about student skills and pre-requisite skills?
- Is it “punishment” to the student?
- Did it work?

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**Recommendations**

- Clearly defined behavioral infraction
- Consistent implementation, but “consequence” should include strategies to teach replacement and prevent future occurrences
- Within school options

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**Contact information**

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