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PUNISHMENT ON TRIAL

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Punishment on Trial

Myth 4# Punishment is not as effective as reinforcement

Most pronouncements put across on many platforms have often argued against any form of punishments insisting it is an ill-advised form of reinforcement. However, another section claim that punishment thrives in different aspects depending on the contexts. Research pitting students who prefer reward approach against those on a response-cost showed that both groups doubled their efforts. Meaning, performance on both fronts were on a high, signifying that, the reward is not better than response cost, which is contrary to the myth perpetuated by many people.

Conversely, the term positive approach, in terms of effectiveness gives a challenge when addressing instances where an action might be portrayed as positive though it might be ineffective. A good example manifests itself when a child is dismissed from school as a result of indiscipline. Yes, the approach is positive. However, the child faces the adverse effects of missing out on education-an ineffective approach. Therefore, when critics claim that punishment does not work as reinforcement, they are insinuating that children should only consider positive reinforcement approaches. Moreover, such a strategy will only be successful if it manages to change a child's behavior.

Seemingly, indiscipline cases involving school-going children are always on the rise. Reports of students being involved in drug use and illicit behaviors have flocked the airways. Surprisingly, most school administrations have lost the majority of the cases involving discipline procedures. Furthermore, evidence from the field of applied behavior analysis has proved that reinforcement systems intensify desirable behavior in children.

Conversely, questions have been flown around, suggesting why reinforcement procedures should be used instead of medication for behavioral problems experienced in most schools. Naturally, it is common knowledge that once the drug has been prescribed by a physician, any sane person can administer it to a child. In the other case, the more significant application of the behavioral eventualities in schools will solve the majority of behavioral problems encountered by teachers today. Notably, the majority of the teachers and trainers have disdain in behavior analysis procedures, meaning, their students do not receive the required guidelines on such. Indicating that, efforts to mandate the trainers with such a task is entirely handicapped. Therefore, avenues to adequately educate teachers and trainers should be on the course to ensure that they obtain the essential skills.

Tentatively, it is a general knowledge that reinforcements do not impart any new behavior, because, it always shifts the intentions and the motives of a child. However, when evaluating the capability of a child, reinforcements will only trigger the ambitions. However, it does not alter the capacity if the probability was nil. Meaning, a child's abilities will only be enhanced once skills training and consequences are implemented in teaching a child new behavior. Additionally, for the effects of working, the child's behavior must correlate.

Skills training has proved vital when accompanied by consequences. Meaning, the parent or the trainer is required to model a specific model of behaviors of which violation of such rules results into implications. This approach allows the child to train on such practices accompanied by verbal guidance and explanations. Consequently, good behavior should be rewarded for positive results. The approach alienates the adverse reactions, and positive aspects are natured by

the child. The latter statement goes contrary to what many experts allude to, that reinforcements break the bond between parents and children, which is very incorrect.

Principle IV: Remove Competing consequences

When dealing with this issue, a lot of people if not all, are bounded by the feeling of devastation. An occurrence where one is forced to embark on the same task on several accounts without having positive outcomes- working in vain. Similarly, the same feeling can be felt when one starts punishing a child for a particular behavior, especially when a child's behavior is not changing. Meaning, the effect is minimal primarily if the child's behavior is exhibiting an unintentional reinforce, even though punishment is being applied. When such a situation occurs, it is time to rethink the approach being used to discipline the child; perhaps, there might be an underlying genesis to such a situation.

Consequently, illustrations by one Dr. Latham has proved that some of the children might have devised various ways to enjoy such punishment by discovering an exciting activity while undertaking the activity. In his narrations, he points to the fact that his son was always caught up in indiscipline issues and was frequently being reported to the principal's office. On his quest to find out the reason for this, he realized that the son enjoyed meeting and interacting with new people while on punishment, creating an adventure out of the ordeal. The good doctor concluded that more than often, the application of time-out might provide an opposing eventuality, which inflicts mayhem on its aptitude to effect behavioral change.

Conclusively, in modern-day interactions, people have often been faced with a quagmire in many working environments. Individuals are different from each other, and they thrive in various working environments. A study case is when a highly social individual is forced to work

in an isolated or quiet environment. Therefore, to fulfill the urge of being near people, the employee intentionally contributes less towards his/her responsibilities, forcing the management to shift his/her roles. Surprisingly, the same individual surpasses all expectations performing at a maximum at the new station, raising questions of work ethics.

References

Ennio Cipani, *Punishment on trial*, 2004.

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