Two kinds of Punishment
- Punishment by Application
  - Punishment of a behavior/response by making an unpleasant stimulus happen
- Punishment by Removal
  - Punishment of a behavior/response by removing a pleasurable stimulus

An event that makes the response less likely to happen again

<table>
<thead>
<tr>
<th>Table 5.3 Negative Reinforcement Versus Punishment by Removal</th>
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</thead>
<tbody>
<tr>
<td>EXAMPLE OF NEGATIVE REINFORCEMENT</td>
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<tr>
<td>Stopping at a red light to avoid getting in an accident.</td>
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<tr>
<td>Mailing an income tax return by April 15 to avoid paying a penalty.</td>
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<tr>
<td>Obeying a parent before the parent reaches the count of “three” to avoid getting a scolding.</td>
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</tbody>
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Problems with Punishment
- Many times the punishment only stops the behavior for a short amount of time
- Severe punishment causes the child/animal/person to avoid the punisher instead of the behavior
- Severe punishment may encourage lying to avoid punishment
- Creates fear and anxiety
- Sometimes children use punishment as a form of attention

How to Make Punishment More Effective
1. Punishment should immediately follow the behavior it is meant to punish. If the punishment comes long after the behavior, it will not be associated with that behavior. (This is also true of reinforcement.)
2. Punishment should be consistent. This actually means two things. First, if the parent says that a certain punishment will follow a certain behavior, then the parent must make sure to follow through and do what he or she promised to do. Second, punishment for a particular behavior should stay at the same intensity or increase slightly but never decrease. For example, if a child is scolded for jumping on the bed the first time, the second time this behavior happens the child should also be punished by scolding or by a stronger penalty, such as removal of a favorite toy. But if the first misbehavior is punished by spanking and the second by only a scolding, the child learns to “gamble” with the possible punishment.
3. Punishment of the wrong behavior should be paired, whenever possible, with reinforcement of the right behavior. Instead of yelling at a 2-year-old for eating with her fingers, the parent should pull her hand gently out of her plate while saying something such as, “No, we do not eat with our fingers. We eat with our fork,” and then placing the fork in the child’s hand and praising her for using it. “See, you are doing such a good job with your fork. I’m so proud of you.” Pairing punishment (the mild correction of pulling her hand away while saying “No, we do not eat with our fingers”) with reinforcement allows parents (and others) to use a much milder punishment and still be effective. It also teaches the desired behavior rather than just suppressing the undesired one.