

RESOLVING RESISTANCE TO REINFORCEMENT

Heather Hatton, PhD.  
University of Missouri

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WHAT ARE YOUR GOALS & QUESTIONS?

What are the counter-arguments?  
How do approach people who resist reinforcement?  
How do I get people on board without being to preachy?  
What is the current research?  
Current research v. older research  
From the district level how do you support building and classroom implementation?  
Tools for kids with the highest needs?

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OBJECTIVES

- Trace the development of resistance to reinforcement
- Define reinforcement
- Analyze the arguments for and against reinforcement
- Articulate response to resistance to reinforcement

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## HISTORICAL PERSPECTIVE

The effects of reinforcement have been studied for more than a century (Kennedy & Willcutt, 1964).

The effects of reinforcement are studied in the context of operant conditioning and cognitive evaluative theory (Carton, 1996).

The variable findings have led to controversy regarding the use of reinforcement (Maag, 2001).

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## FROM THE LITERATURE

### Support

Significant empirical support (Maag, 2001)

Reinforcement is misunderstood (Maag, 2001)

Reinforcement is naturally occurring (Maag, 2001)

Plan for positive outcomes (Maag, 2001)

Reinforcement can enhance intrinsic motivation (Cameron & Pearce, 1994)

Flaws in methodology may be responsible for the evidence against reinforcement (Carton, 1996)

### Opposition

Punishment is easier to administer (Maag, 2001)

Punishment works for many students (Maag, 2001)

Reinforcement demeans students (Axelrod, 1996; Kahn, 2001)

Reinforcement undermines intrinsic motivation (Kahn, 2001)

Reinforcement reduces achievement (Kahn, 2001)

Reinforcement contradicts popular views of developmental psychology (Axelrod, 1996; Maag, 2001)

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## OPERANT CONDITIONING THEORY



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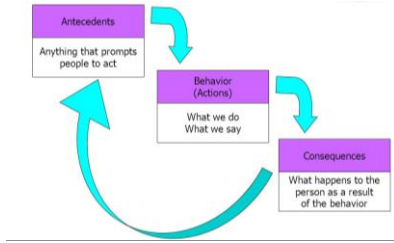
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## THE ABC MODEL




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## REINFORCER

Concept		Overall Concept	
Keywords			
Always Present	Sometimes Present	Never Present	
Examples		Nonexamples	
New Example			
Tea Down a Definition			

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## GETTING TECHNICAL

<b>Consequence</b>	"Any stimulus presented contingent on a particular response."
<b>Reinforcer</b>	"A consequent stimulus (S <sup>c</sup> ) that increases or maintains the future rate or probability of occurrence of a behavior."

Alberto & Troutman, 2013

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### PUT ANOTHER WAY. . .

	Punishment <small>(decreasing behavior)</small>	Reinforcement <small>(increasing behavior)</small>
Positive <small>(adding)</small>	adding something to decrease behavior	adding something to increase behavior
Negative <small>(subtracting)</small>	subtracting something to decrease behavior	subtracting something to increase behavior

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### BEYOND OPERANT CONDITIONING



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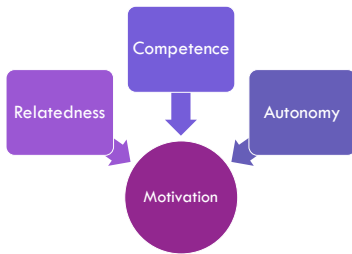
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### SELF DETERMINATION THEORY



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## GETTING TECHNICAL

<b>Amotivation</b>	"...no impetus or inspiration to act"
<b>Extrinsic Motivation</b>	"...doing something because it leads to a separable outcome"
<b>Intrinsic Motivation</b>	"...doing something because it is inherently interesting or enjoyable"

Ryan & Deci, 2000

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## INTRINSIC MOTIVATION

	<b>Antecedents</b>	<b>Consequences</b>
<b>Promote</b>	<ul style="list-style-type: none"> <li>• Optimal challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Positive specific performance feedback</li> </ul>
<b>Undermine</b>	<ul style="list-style-type: none"> <li>• Threats</li> <li>• Deadlines</li> <li>• Directives</li> <li>• Competition pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Tangible rewards</li> <li>• Evaluative feedback</li> </ul>

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## HOWEVER. . .

"Frankly speaking, because many of the tasks that educators want their students to perform are not inherently interesting or enjoyable, knowing how to promote more active and volitional (versus passive and controlling) forms of extrinsic motivation becomes an essential strategy for successful teaching (Ryan & Deci, 2000)."

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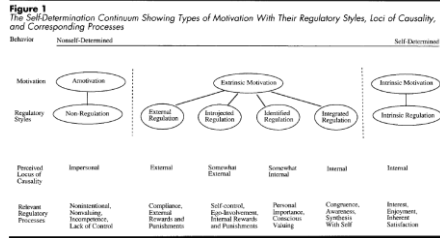
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# SELF DETERMINATION THEORY




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# SELF REGULATION

<b>External</b>	"... behaviors are performed to satisfy an external demand or obtain an externally imposed reward contingency."
<b>Introjected</b>	"... people perform such actions with the feeling of pressure in order to avoid guilt or anxiety or to attain ego-enhancements or pride."
<b>Identified</b>	"... the person has identified with the personal importance of a behavior and has thus accepted its regulation as his or her own."
<b>Integrated</b>	"... occurs when identified regulations have been fully assimilated to the self."

Ryan & Deci, 2000

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# CONTINUUM OF REINFORCERS

Key Topic			
Extrinsic Motivation & Reinforcement Strategies			
Is about...			
Designing a continuum of reinforcers that supports students' self-regulation from external to integrated.			
Main Idea	Main Idea	Main Idea	Main Idea
External	Introjected	Identified	Integrated
Essential Details	Essential Details	Essential Details	Essential Details
So what? (What's important to understand about this?)			

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## RESOLVING RESISTANCE

- Provide education
- Manipulate topography
- Facilitate internal regulation and intrinsic motivation
- Encourage high fidelity implementation

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<b>Concept Reinforcer</b>	<b>Overall Concept Consequences</b>
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<b>Keywords</b>		
positive negative immediate motivation desirable praise consistency repetition frequency attention	acknowledgement personal dependence reward ownership bribe tangible support currency unfair	unsustainable special treatment expensive unnecessary time consuming ratio interval 4:1 unrealistic

<b>Always Present</b>	<b>Sometimes Present</b>	<b>Never Present</b>
frequency – schedule of / ratio/interval reinforcement increasing behavior support	positive negative immediate motivation – motivating desirable praise/acknowledgement consistency repeated continuous variable fixed <i>attention</i> contingent personal / currency dependence reward ownership tangible unfair / special treatment unsustainable expensive unnecessary time consuming 4?1 unrealistic	bribe

<b>Examples</b>	<b>Nonexamples</b>
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<b>New Example</b>
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<b>Tie Down a Definition</b>
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**Key Topic**  
Extrinsic Motivation & Reinforcement Strategies

**is about. . .**  
Designing a continuum of reinforcers that scaffolds students' self-regulation from external to integrated.

Main Idea External	Main Idea Introjected	Main Idea Identified	Main Idea Integrated
<b>Essential Details</b>	<b>Essential Details</b>	<b>Essential Details</b>	<b>Essential Details</b>

**So What? (What's important to understand about this?)**