Scaffolding Internal Regulation through SWPBIS

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Expectations

- Expect cognitive dissonance
- Participate actively

What Brought You to this Session?

High school teacher - How to get the other teachers on board. They believe it's an elementary program.

- motivation continuum
- SDT - competence & relatedness - connections
- encourage self-advocacy

Teachers expect students to do the right thing because they are supposed to not for an external outcome.

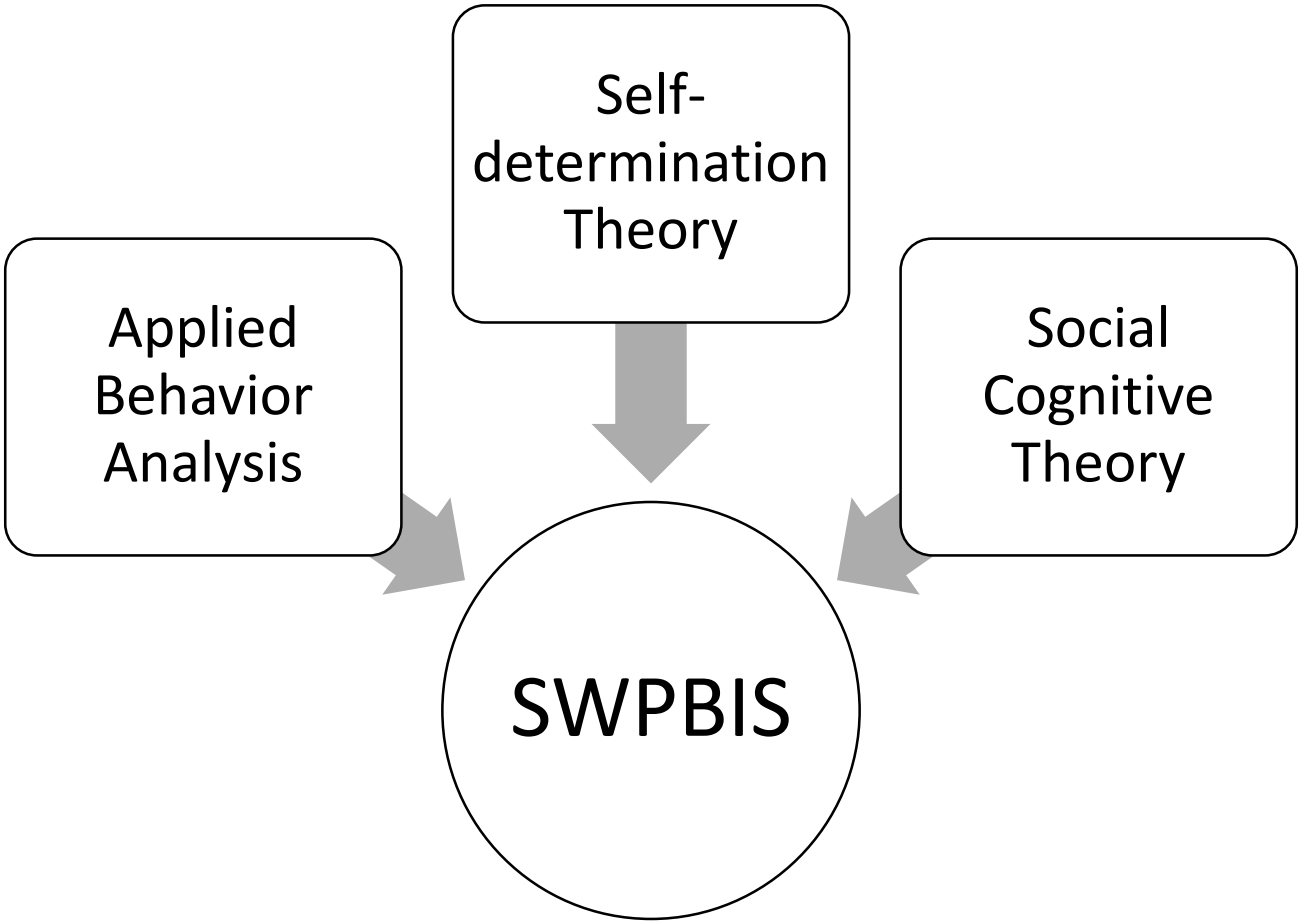
- you can have multiple motivations
- we all need some external regulations
- extrinsic motivation is NOT evil

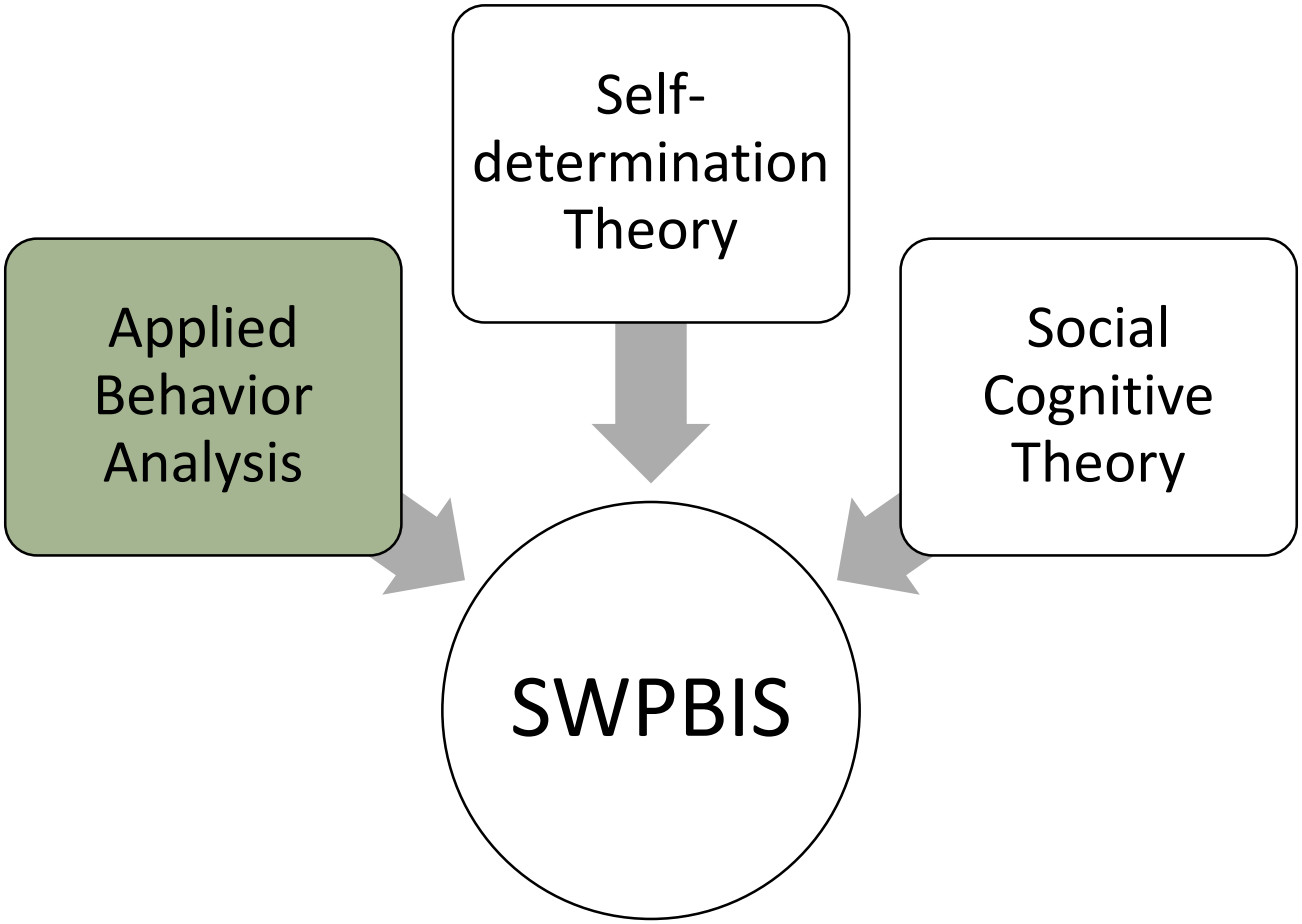
Relating information to paraprofessionals and support

Objectives

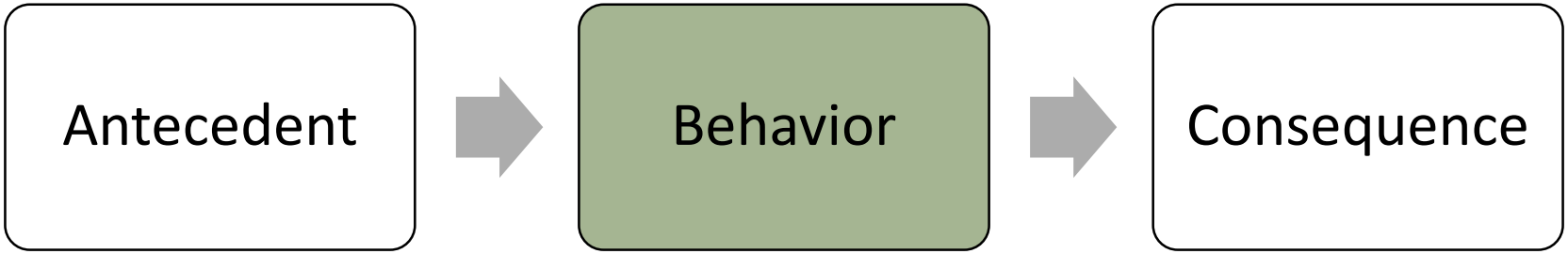
- Recognize the basic principles of applied behavior analysis, self-determination theory, and social cognitive theory.
- Compare and contrast applied behavior analysis, self-determination theory, and social cognitive theory.
- Determine how applied behavior analysis, self-determination theory, and social cognitive theory can influence the critical features of SWPBIS.
- Explain how SWPBIS can scaffold the development of self-regulation for all students.
- Analyze current SWPBIS systems and practices using the principles of applied behavior analysis, self-determination theory, and social cognitive theory.

Advance Organizer

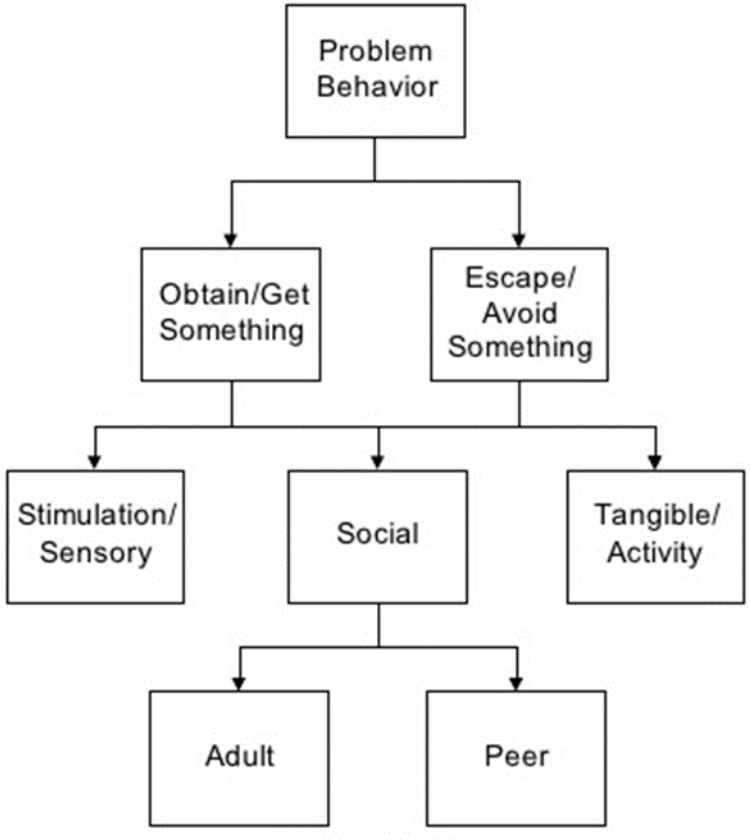


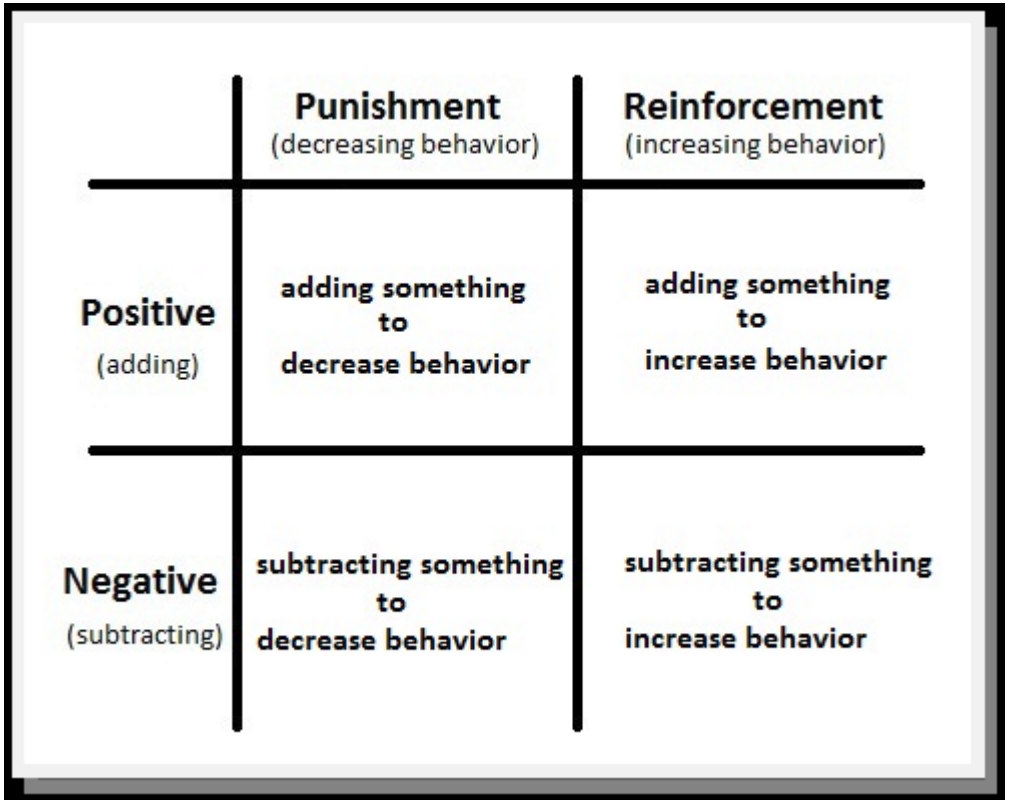

Self-determination Theory
Applied Behavior Analysis
Social Cognitive Theory
SWPBIS

A-B-C Chain



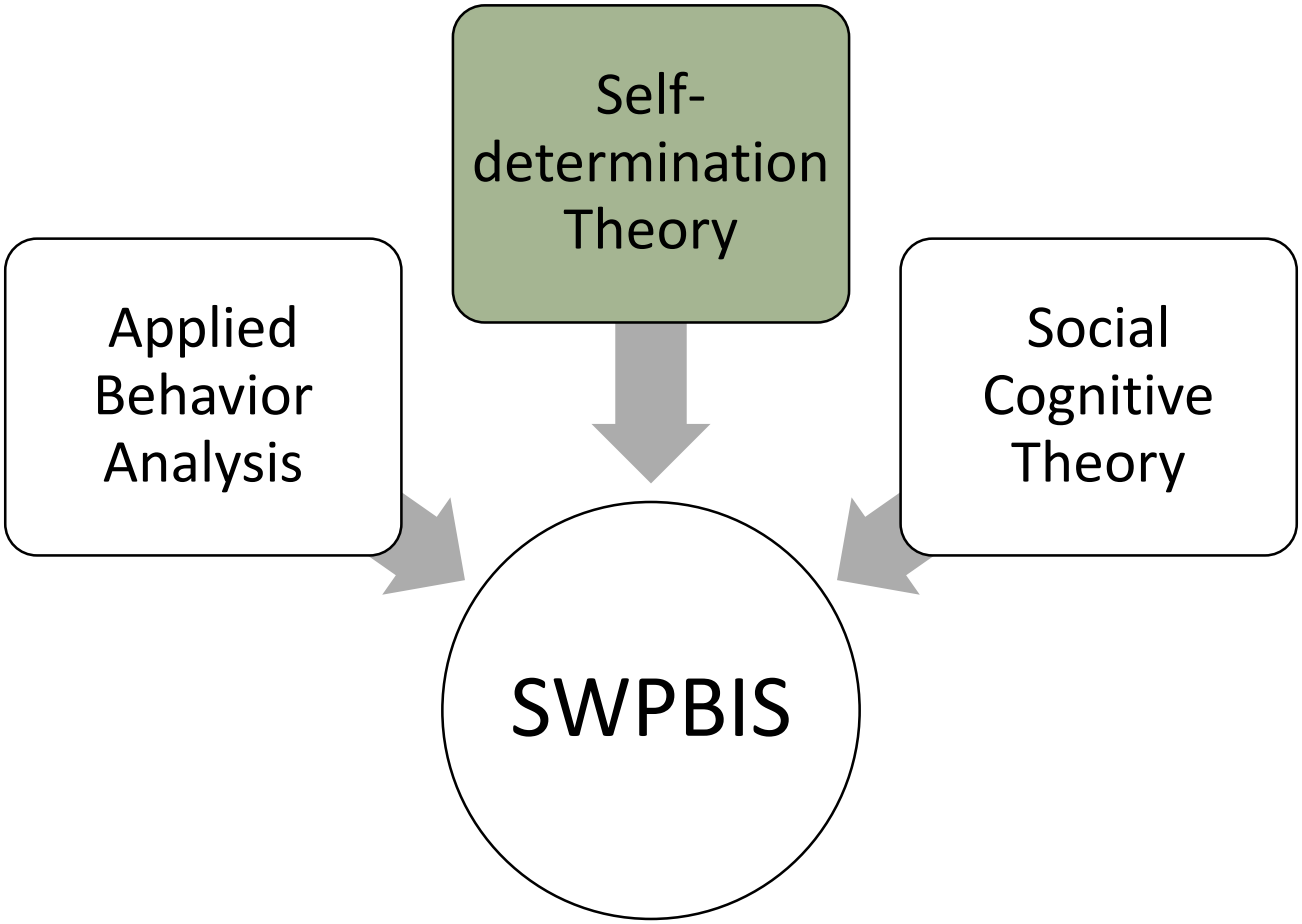
Functions of Behavior




Punishment
(decreasing behavior)
Reinforcement
(increasing behavior)
Positive
(adding)
adding something to decrease behavior
adding something to increase behavior
Negative
(subtracting)
subtracting something to decrease behavior
subtracting something to increase behavior

Applications to SWPBIS

- Does your SWPBIS plan include systems and practices for antecedent and consequent interventions?
- Does your SWPBIS plan include practices to address all functions of behavior at all levels of the triangle?
- Does your SWPBIS plan effectively increase appropriate behaviors and decrease inappropriate behaviors?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Motivation

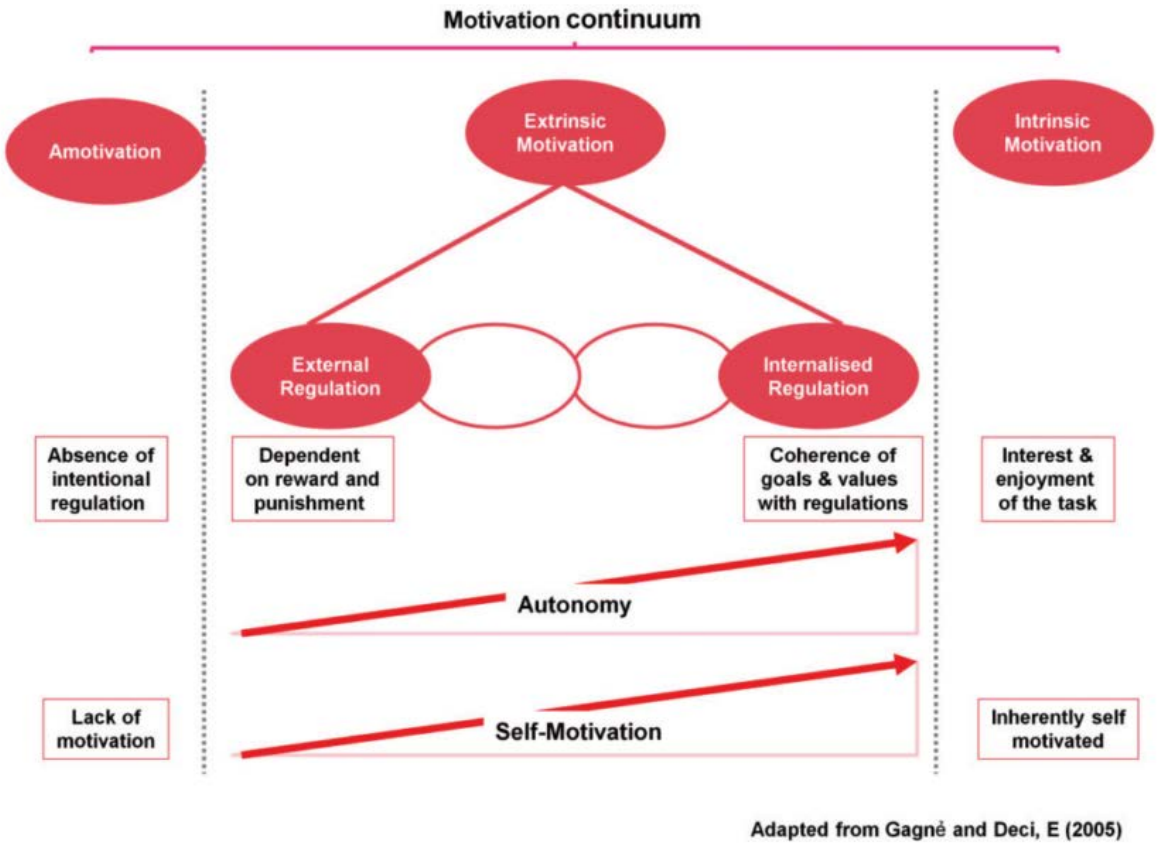
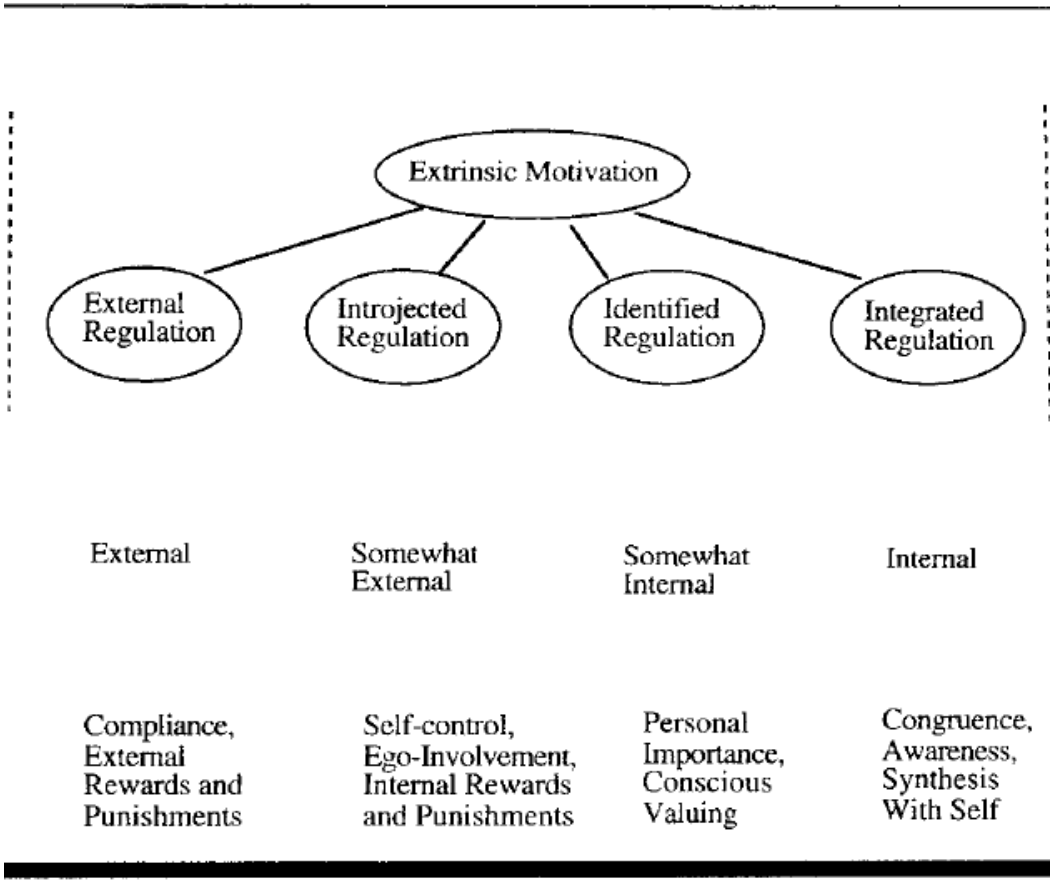
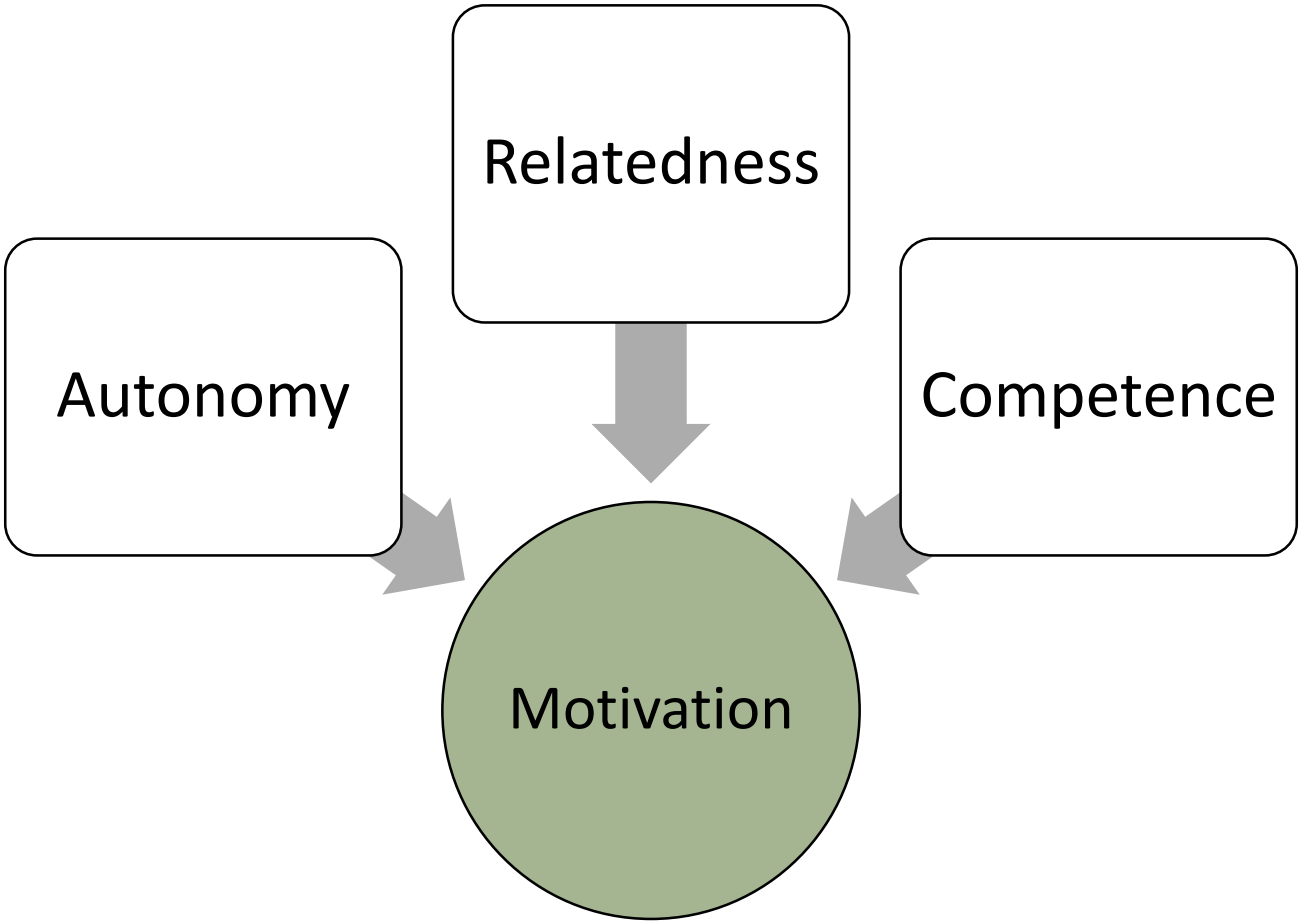


Figure 1. Relationship between degree of autonomy and motivation.

Regulation

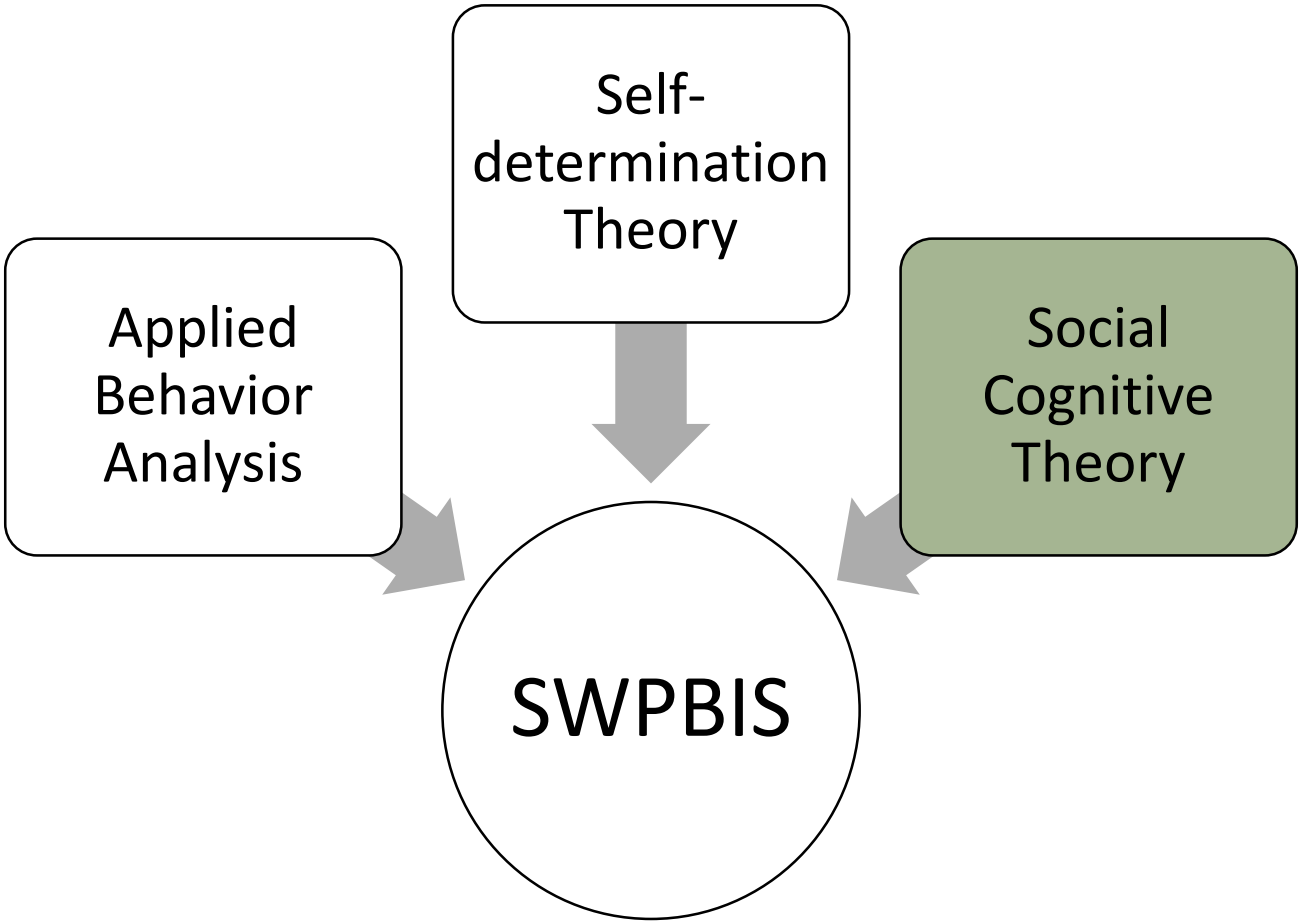

Extrinsic Motivation
External Regulation
Introjected Regulation
Identified Regulation
Integrated Regulation
External
Somewhat External
Somewhat Internal
Internal
Compliance, External Rewards and Punishments
Self-control, Ego-Involvement, Internal Rewards and Punishments
Personal Importance, Conscious Valuing
Congruence, Awareness, Synthesis With Self

Self-determination



Applications to SWPBIS

- Does your SWPBIS plan ensure students experience competency with a variety of social behaviors?
- Does your SWPBIS plan encourage students to develop a feeling of relatedness?
- Does your SWPBIS plan allow students to experience autonomy?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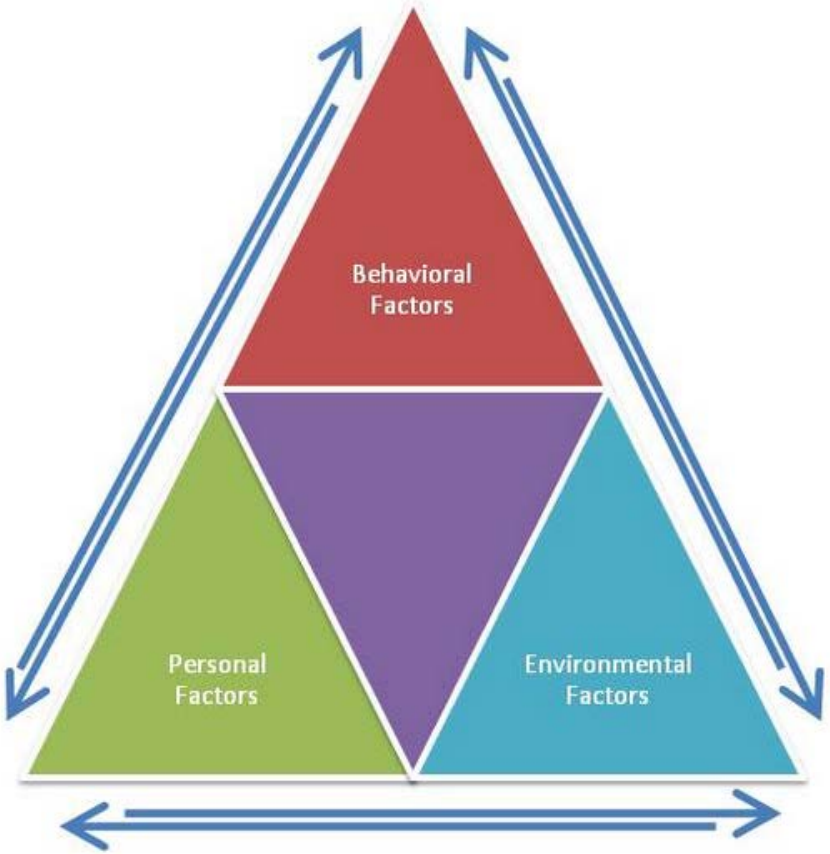
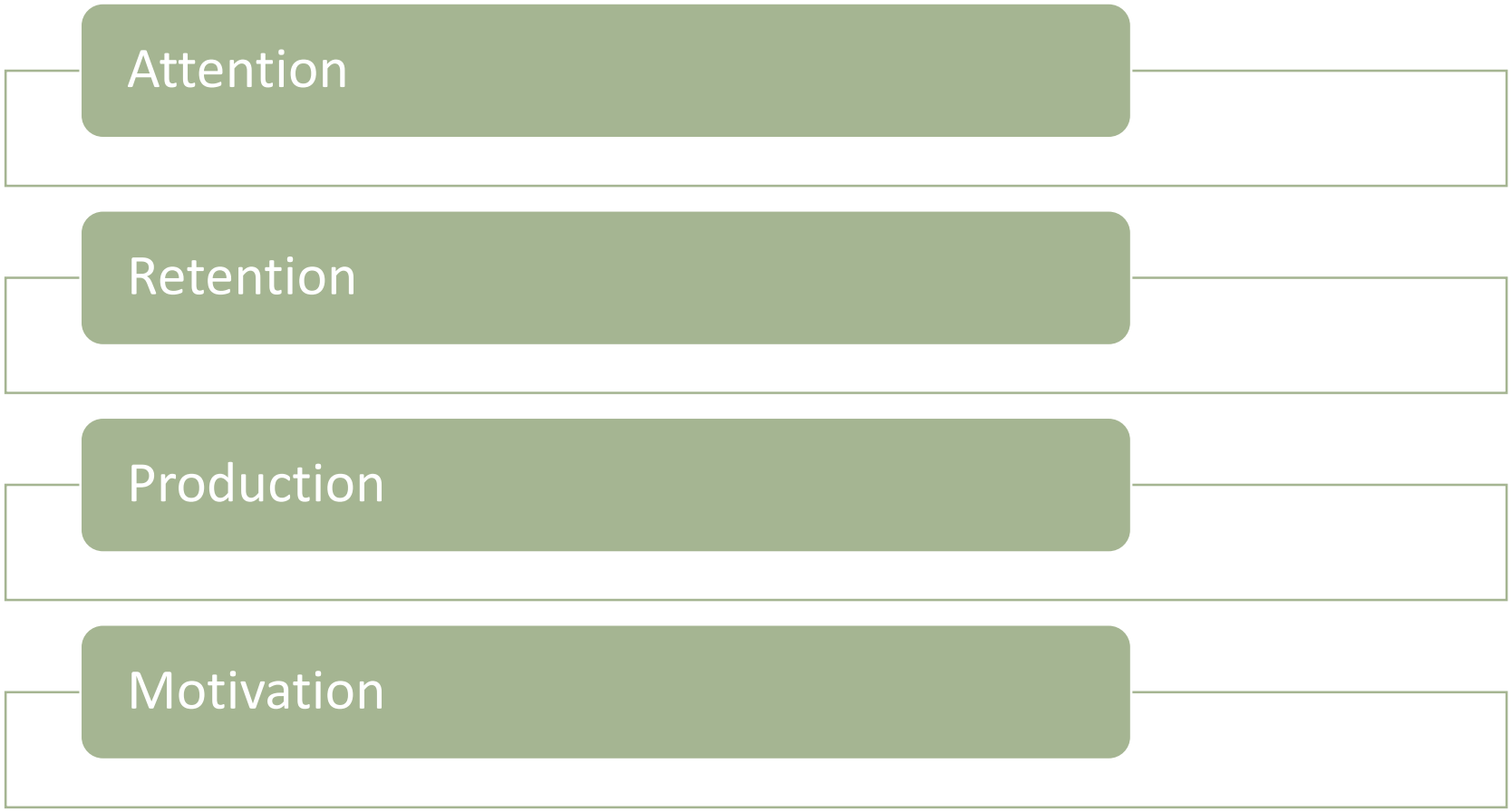
Reciprocal Determinism

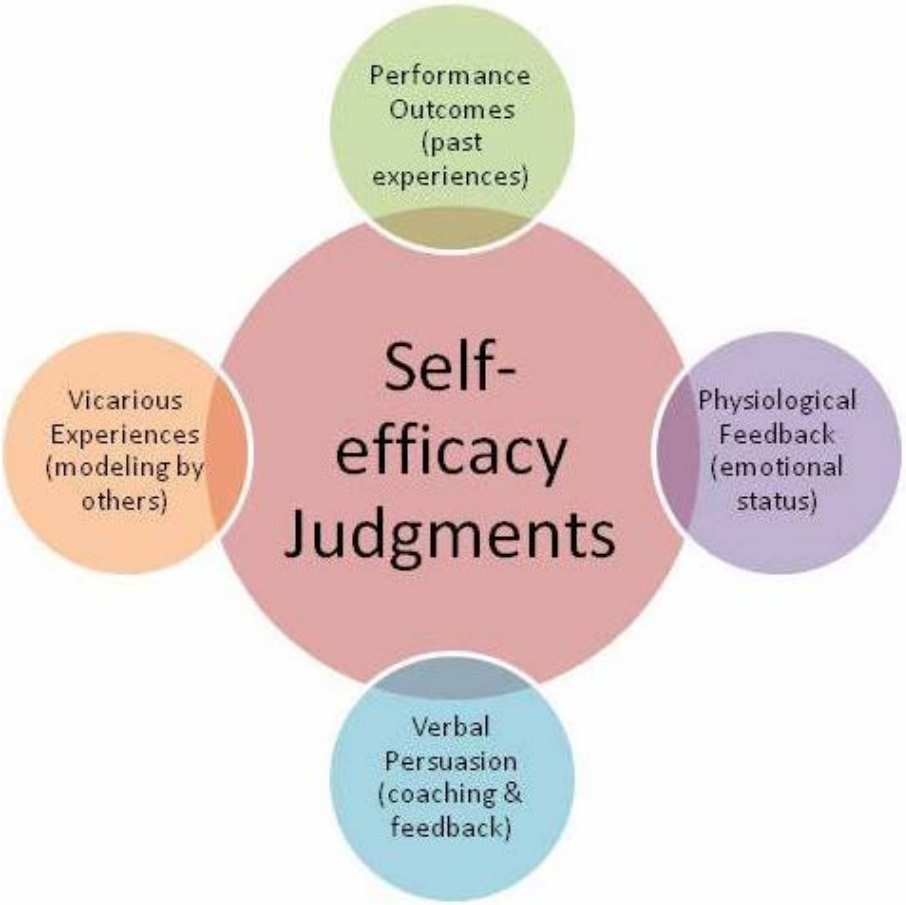


Observational Learning



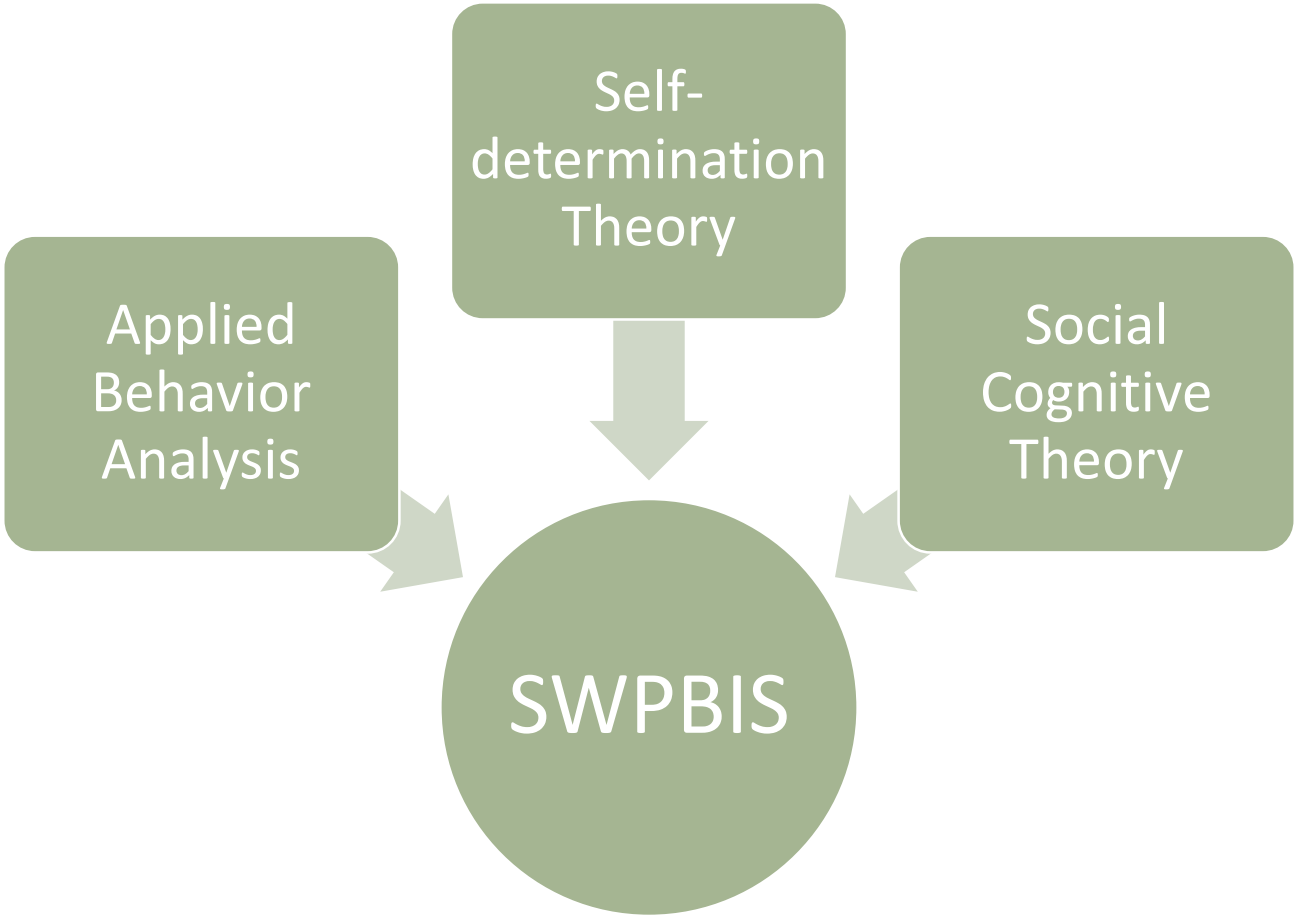
Self-regulation

Self-efficacy



Applications to SWPBIS

- Does your SWPBIS plan provide sufficient opportunities for observational learning?
- Does your SWPBIS plan provide opportunities for students to learn, practice, and experience the results of self-regulation?
- Does your SWPBIS plan include consequent supports and interventions designed to increase students' self-efficacy?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Applied Behavior Analysis

Feature	Antecedent Interventions	Consequent Interventions	All Functions Addressed	Increasing Appropriate	Decreasing Inappropriate
Common Philosophy					
Leadership					
Clarifying Expected Behaviors					
Teaching Expected Behaviors					
Encouraging Appropriate Behaviors					
Discouraging Appropriate Behaviors					
Ongoing Monitoring					
Effective Classroom Practices					

Self-determination Theory

Feature	Competency	Relatedness	Autonomy
Common Philosophy			
Leadership			
Clarifying Expected Behaviors			
Teaching Expected Behaviors			
Encouraging Appropriate Behaviors			
Discouraging Appropriate Behaviors			
Ongoing Monitoring			
Effective Classroom Practices			

Social Cognitive Theory

Feature	Observational Learning	Self-regulation	Self-efficacy
Common Philosophy			
Leadership			
Clarifying Expected Behaviors			
Teaching Expected Behaviors			
Encouraging Appropriate Behaviors			
Discouraging Appropriate Behaviors			
Ongoing Monitoring			
Effective Classroom Practices			

Wrap Up

1. How would you describe: (a) applied behavior analysis, (b) self-determination theory, and (c) social cognitive theory?
2. How would you compare/contrast applied behavior analysis, self-determination theory, and social cognitive theory?
3. How would you modify your current SWPBIS systems and practices to incorporate the basic tenets of applied behavior analysis, self-determination theory, and social cognitive theory?
4. How would you explain the development of internal regulation through SWPBIS to a colleague?
5. How could you verify your SWPBIS plan encourages the development of self-regulation for all students?