

Encouraging Self- Regulation of Appropriate Behavior

Heather L. Hatton, PhD
University of Missouri
hattonhl@Missouri.edu

Expectations

- Expect cognitive dissonance
- Participate actively

What Brought You to this Session?

Ideas on how to help a student who has no self-regulation.

Determine where they are on the continuum.

Provide appropriate opportunities to practice and receive feedback.

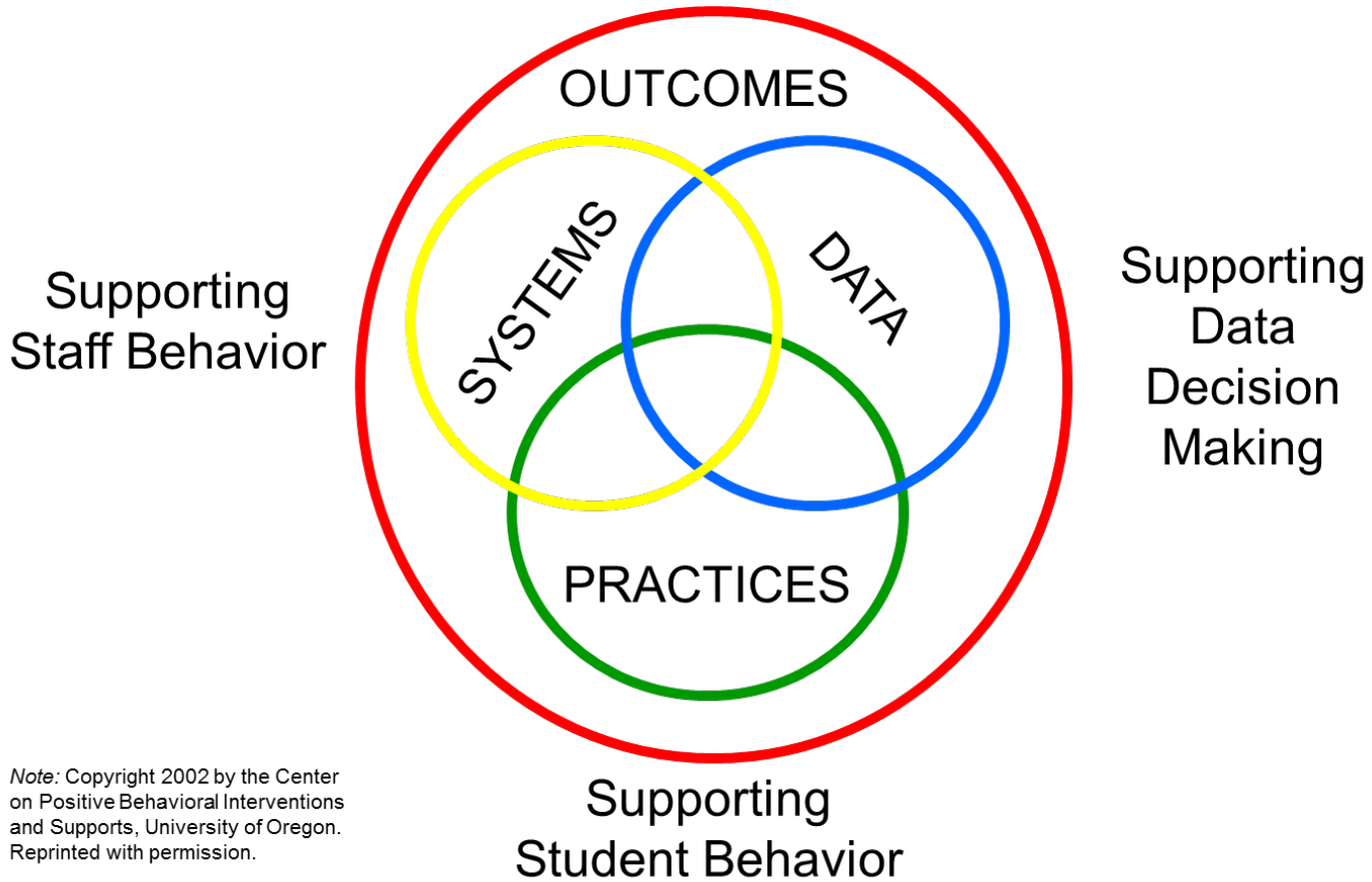
Teach self-regulation explicitly (identify problem, set goals, action plan, enact the plan, monitor, self-reinforce).

How to increase appropriate behaviors.

Review systems for responding - ensure all tenets of the 3 theories are met.

How to shift the mindset of resistant staff members

Where We Are Going



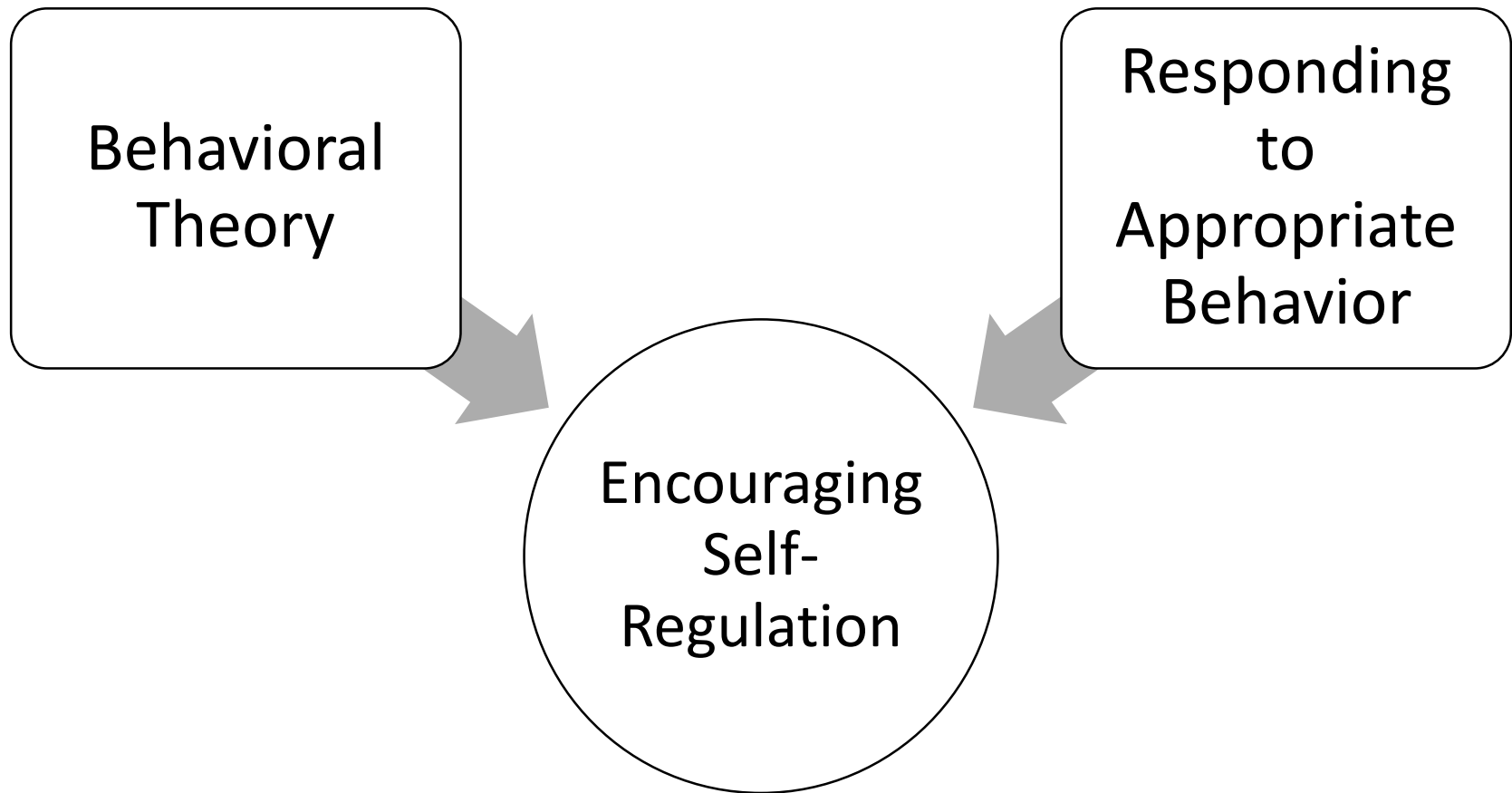
Note: Copyright 2002 by the Center on Positive Behavioral Interventions and Supports, University of Oregon. Reprinted with permission.



Objectives

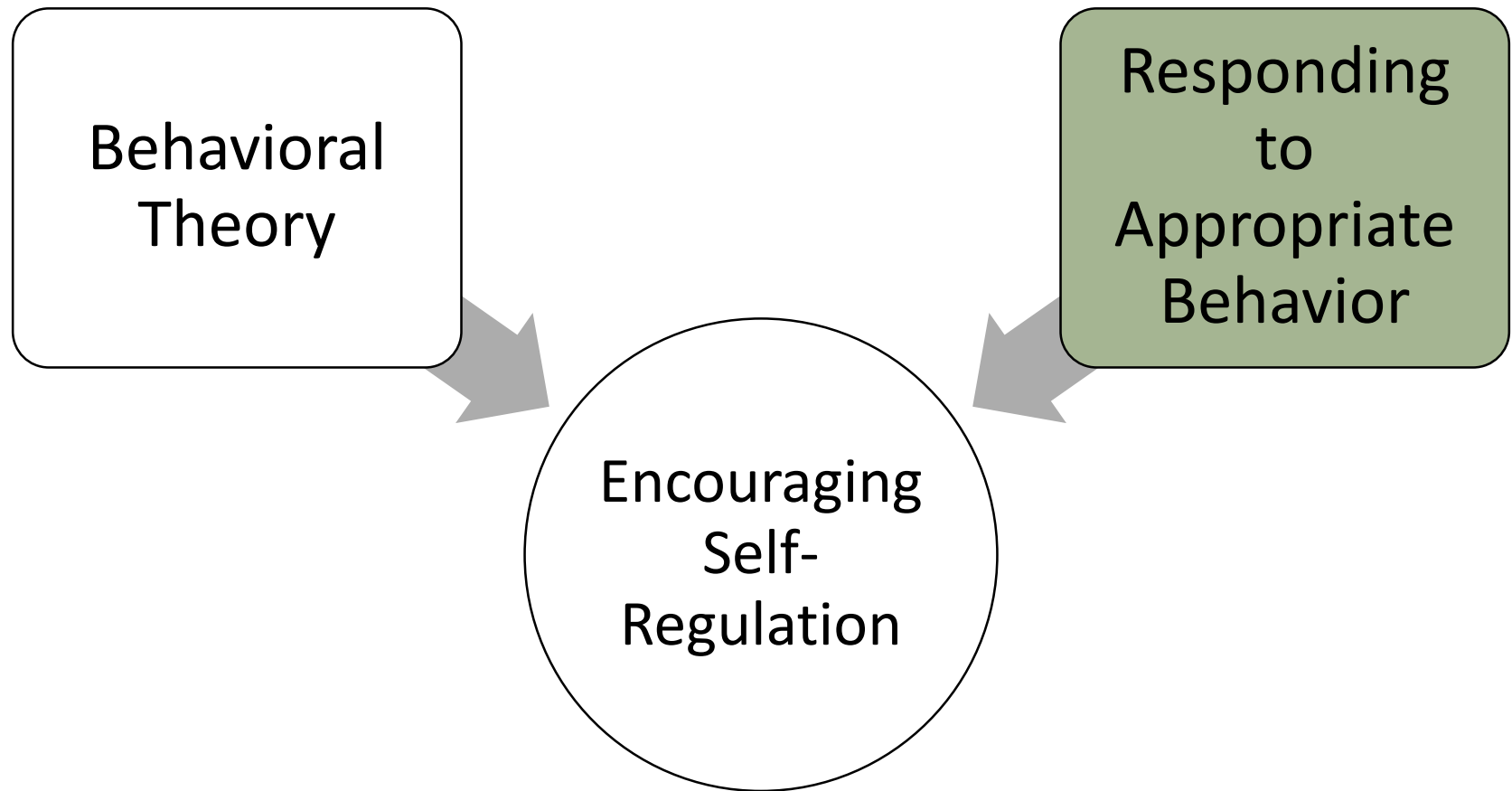
- Review the critical features of systems for responding to appropriate behaviors.
- Explain the basic principles of applied behavior analysis, self-determination theory, and social cognitive theory.
- Analyze systems and practices for responding to appropriate behaviors using the basic principles of applied behavior analysis, self-determination theory, and social cognitive theory.
- Generate ideas for updating systems and practices for responding to appropriate behavior to encourage students' development of self-regulation.

Advance Organizer





Advance Organizer



Systems and Practices

- Contingent and non-contingent responses
- Menu of reinforcers
- Positive specific feedback
- System for delivering responses to appropriate behavior

Think-Pair-Share

- How would you explain adults' resistance to systems and practices for responding to appropriate behaviors?

Sources of Resistance

I've done it this way forever. . .

We can hope or we can be systematic.

It's one more thing to do. Not enough time.

We have to prioritize.

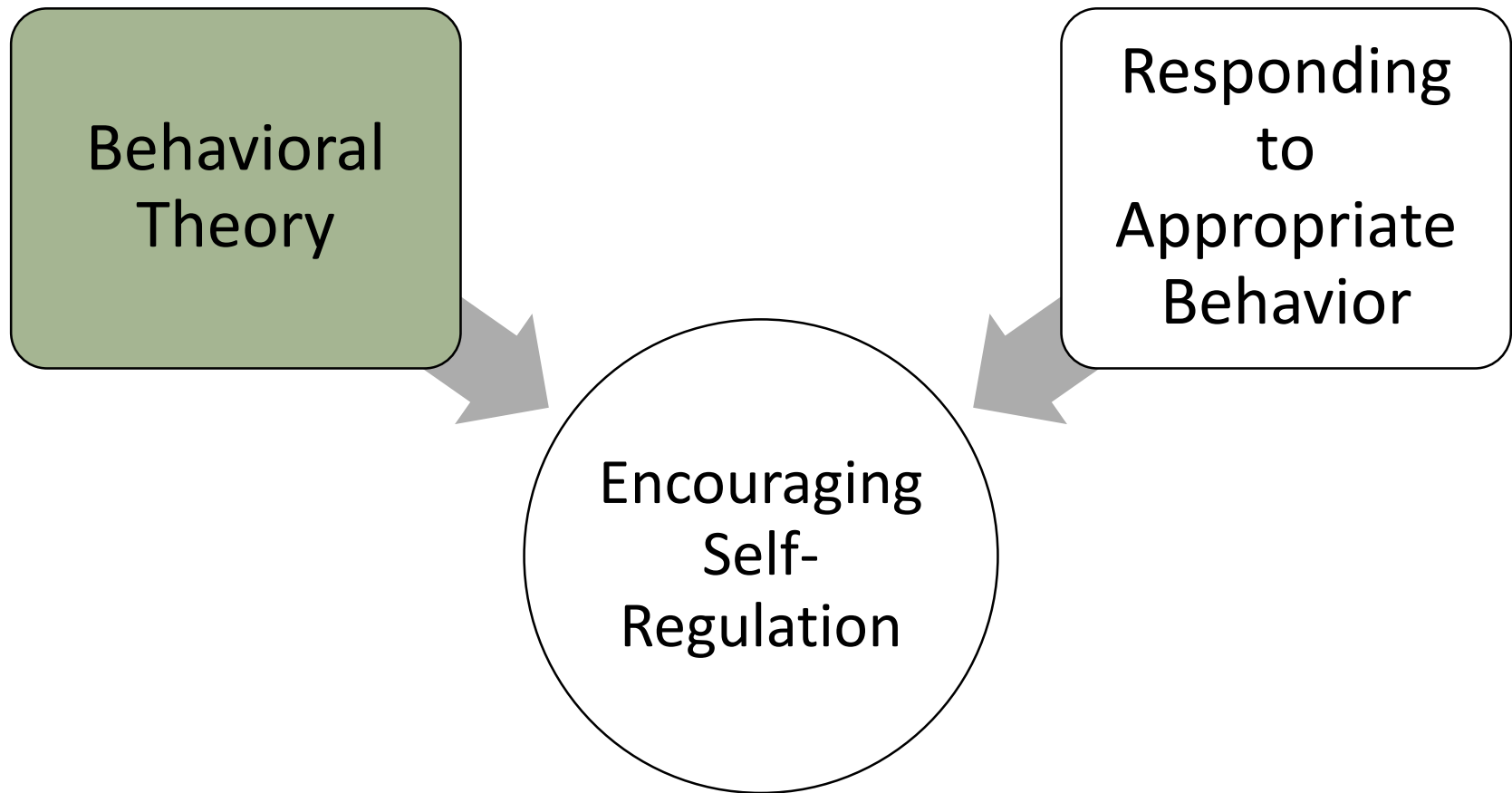
We have break past our instinct to overlook the positive behaviors.

It doesn't hold them accountable for negative behaviors.

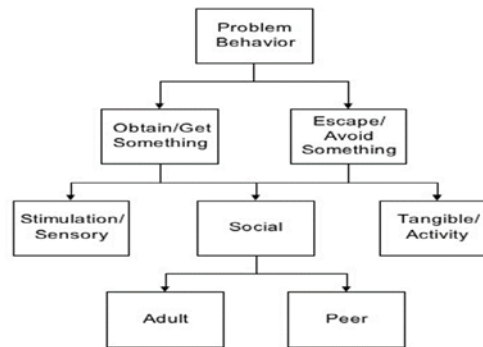
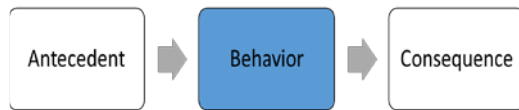
All of the theory works for responding to negative behavior, as well.

Feels juvenile to give tangibles at the secondary level.

Advance Organizer

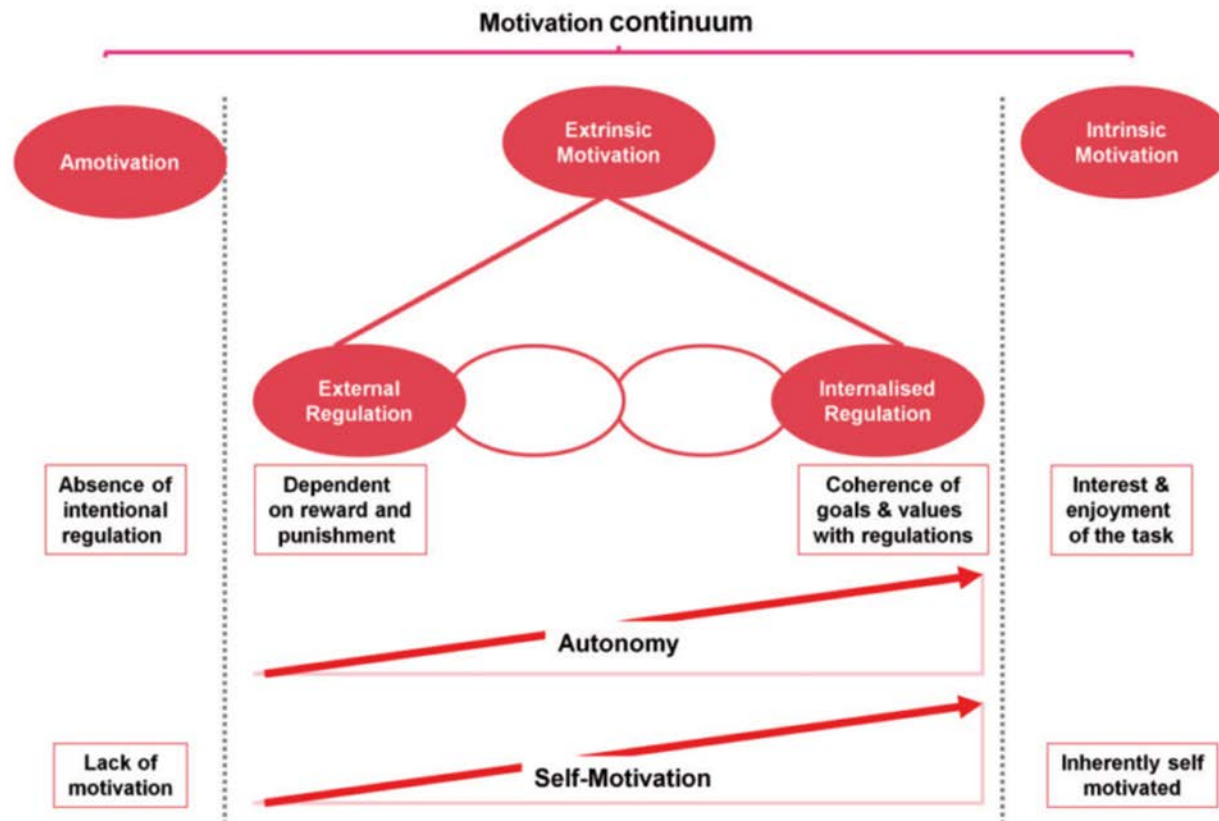


Applied Behavior Analysis



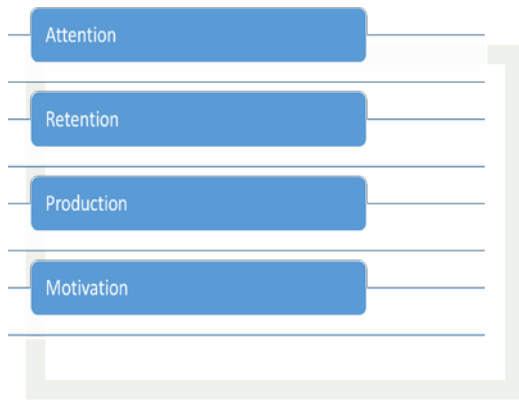
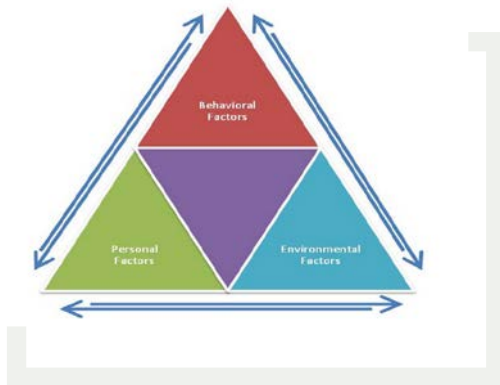
	Punishment (decreasing behavior)	Reinforcement (increasing behavior)
Positive (adding)	adding something to decrease behavior	adding something to increase behavior
Negative (subtracting)	subtracting something to decrease behavior	subtracting something to increase behavior

Self-Determination Theory

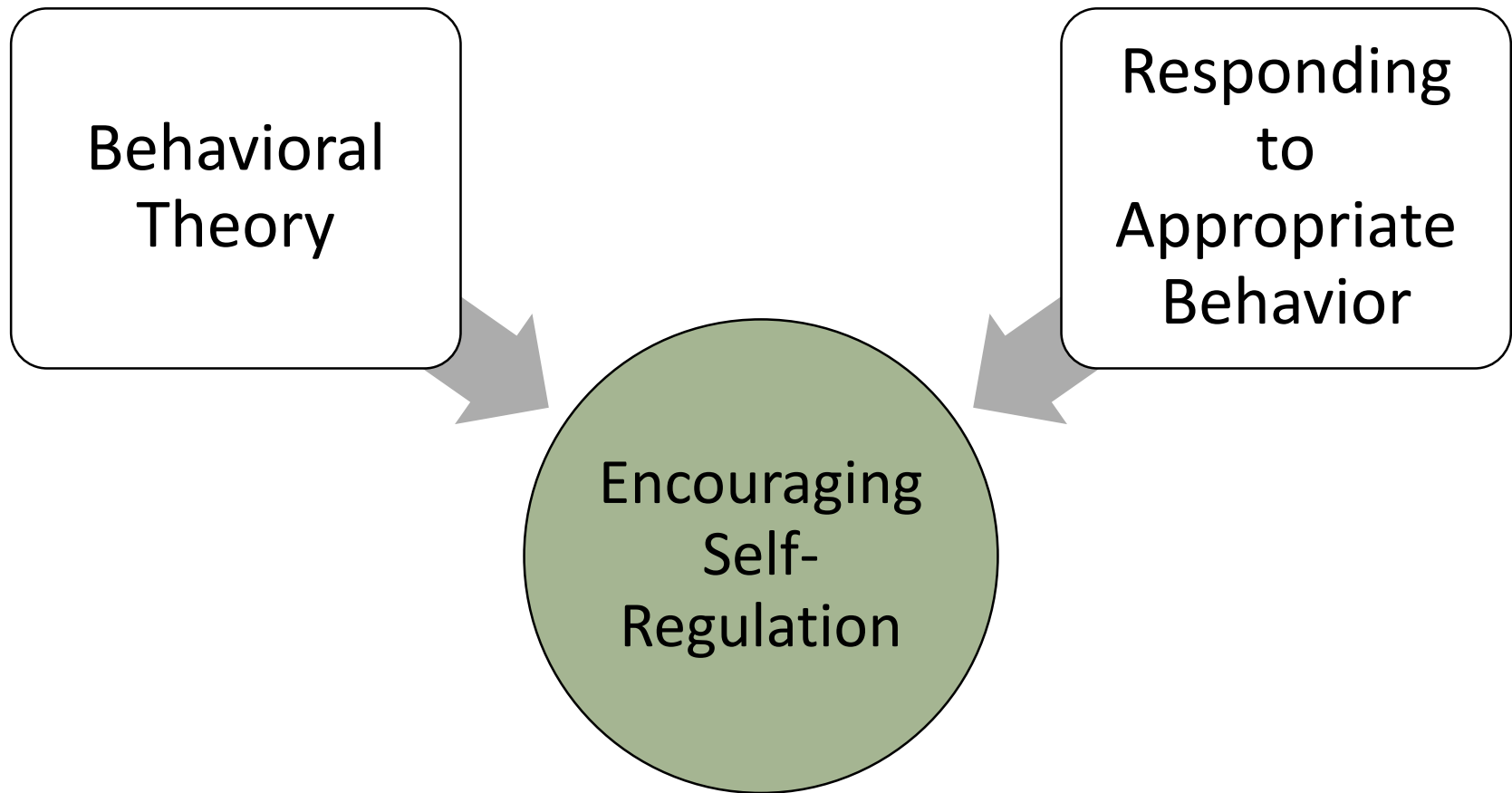


Adapted from Gagné and Deci, E (2005)

Social Cognitive Theory



Advance Organizer



Application

Feature	All Functions	Competency	Relatedness	Autonomy	Observational Learning	Self-regulation	Self-efficacy
Contingent responses	x	x	x	x	x		x
Non-contingent responses	x		x	x			x
Menu of reinforcers	x					x	x
Positive specific feedback		x	x	x			x
Systems for delivery					x	x	

Applied Behavior Analysis

- Do your systems and practices for responding to appropriate behavior
 - address all functions of behavior?
 - effectively increase appropriate behavior?

Self-determination Theory

- Do your systems and practices for responding to appropriate behavior
 - ensure students experience competency with a variety of social behaviors?
 - encourage students to develop a feeling of relatedness?
 - allow students to experience autonomy?

Social Cognitive Theory

- Do your systems and practices for responding to appropriate behavior
 - Provide sufficient opportunities for observational learning?
 - Provide opportunities for students to experience self-regulation?
 - Increase student's self-efficacy?

Think-Pair-Share

- How would you alter your systems and practices for responding to appropriate behavior to encourage students' self-regulation?

Wrap Up

1. Describe applied behavior analysis, self-determination theory, and social cognitive theory?
2. Describe what happens when students engage in appropriate social behavior.
3. How are applied behavior analysis, self-determination theory, and social cognitive theory connected to systems and practices for responding to appropriate behavior?
4. What changes would you make to your systems and practices for responding to appropriate behavior to scaffold the development of self-regulation for all students?