

# Scaffolding Self-Regulation through Responses to Problem Behavior

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# Expectations

- Expect cognitive dissonance
- Participate actively

# What Brought You to this Session?

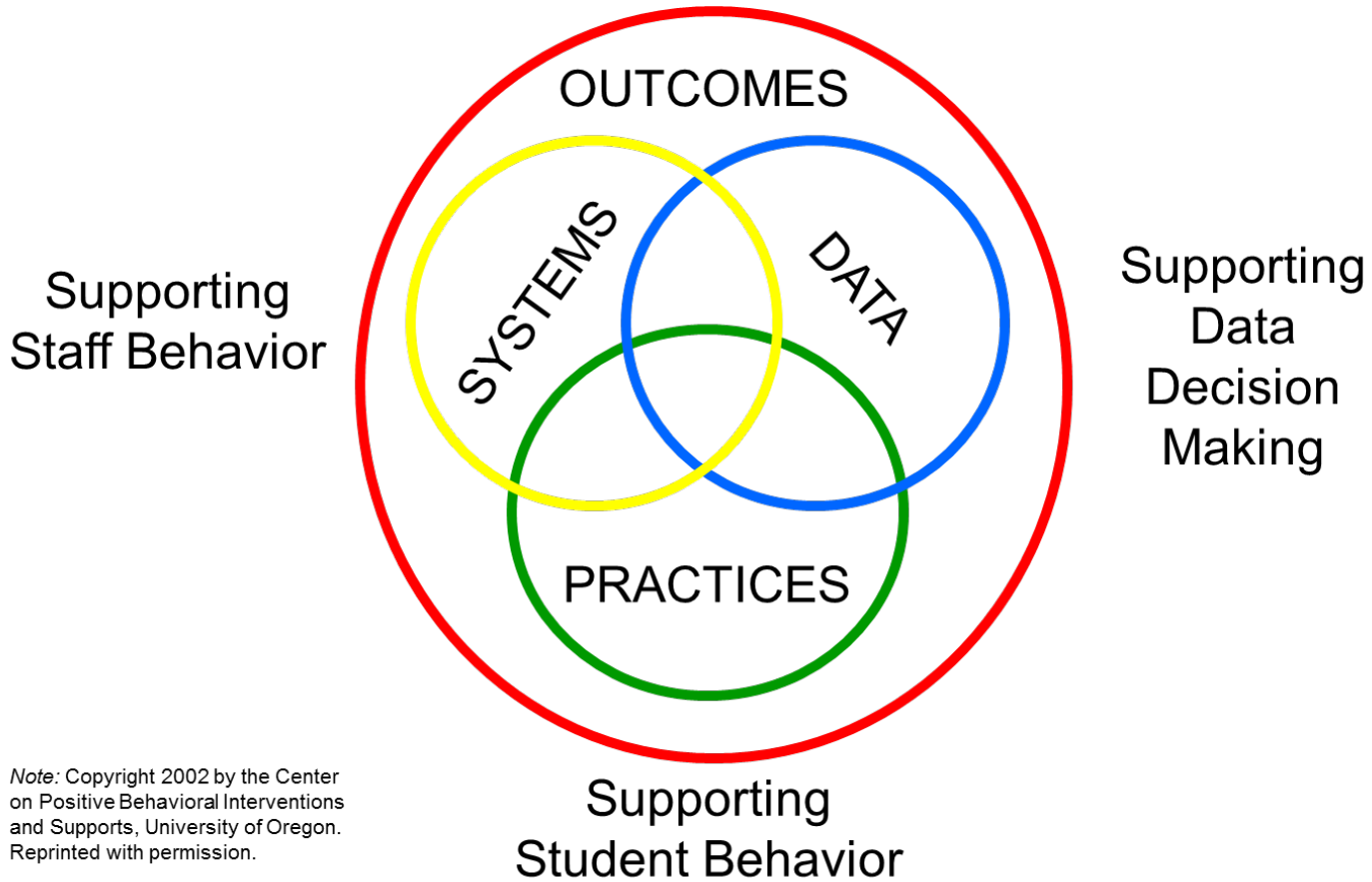
Kids conditioned to external reinforcers that they start a new misbehavior to earn additional reinforcers.

Strategies for students with ADHD/ASD.

Transition a student back from suspension.

Kids who live in chaos and need additional support to self-regulate.

# Where We Are Going



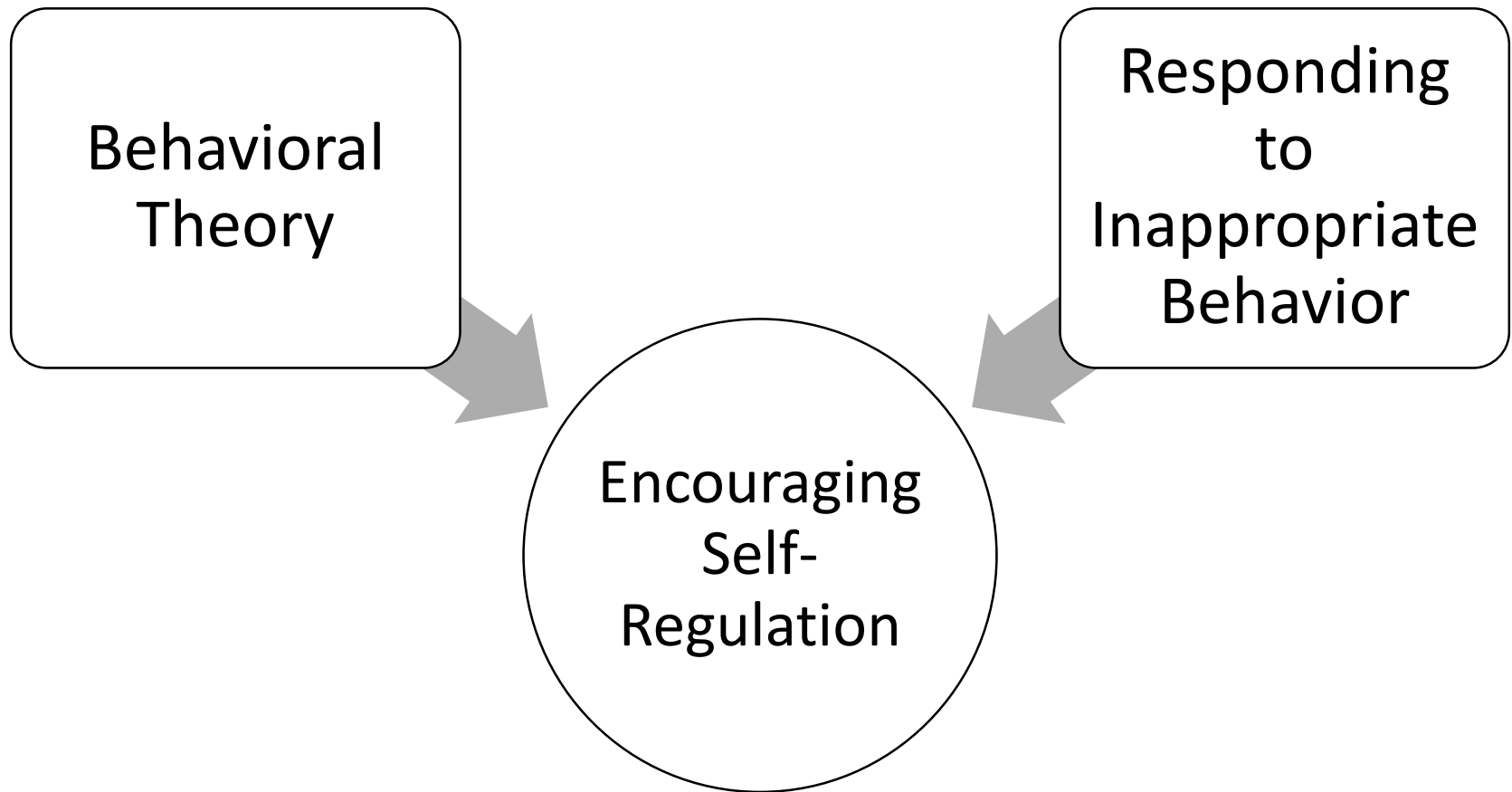
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# Objectives

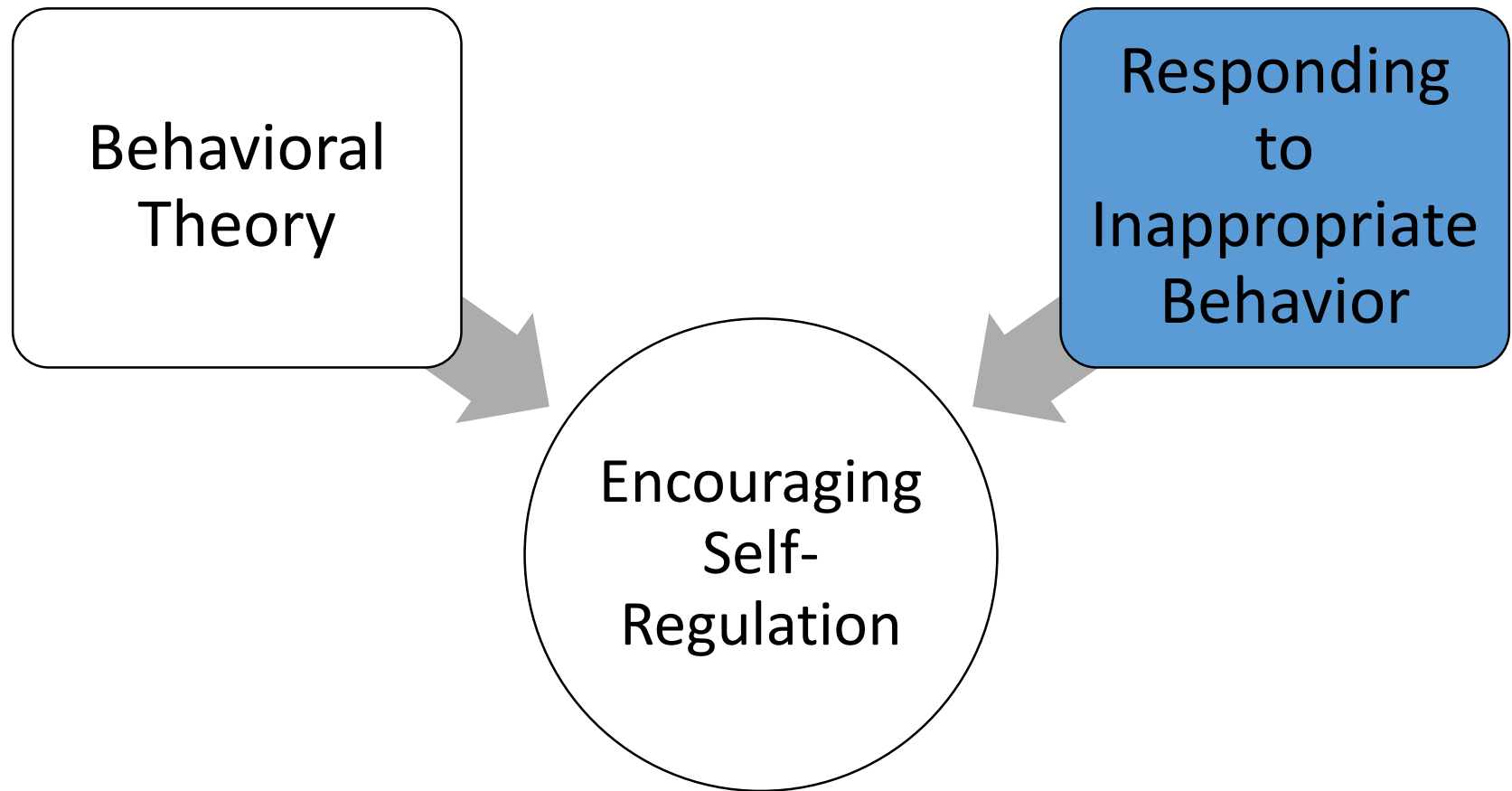
- Review the critical features of systems for responding to inappropriate behaviors.
- Explain the basic principles of applied behavior analysis, self-determination theory, and social cognitive theory.
- Analyze systems and practices for responding to inappropriate behaviors using the basic principles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

# Advance Organizer





# Advance Organizer



# Majors and Minors

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## Possible Office-Managed Behaviors

1. Possession of weapons
2. Fighting or assault
3. Possession of controlled substances
4. Theft
5. Vandalism
6. Abusive language
7. Disruption to the learning environment
8. Noncompliance
9. Leaving the school grounds without permission
10. Chronic behaviors not responding to teacher intervention

*Figure 6.2*

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# Instructional Response Strategies

- Proximity
- Non-verbal Cue
- Ignore/Attend/Praise
- Re-direct
- Re-teach
- Teach Replacement Behavior
- Provide Choice
- De-Escalation

# Additional Consequences

## EXAMPLE

### Some Possible Consequences

- Being detained for teaching
- Planning or problem solving
- Extra practice or role-play of social/behavioral skill
- Make up missed work
- Restitution
- Mediation essay
- Teach others
- Note sent home
- Alteration of activity Phone call to parents
- Temporary removal from activity until learning occurs
- Make amends to others
- Loss of privilege
- Contract
- Office referral
- Parent conference
- Referral to counseling or behavior groups

*Figure 6.4*

# Systems for Delivery

Continuum of Support for Discouraging Inappropriate Behavior

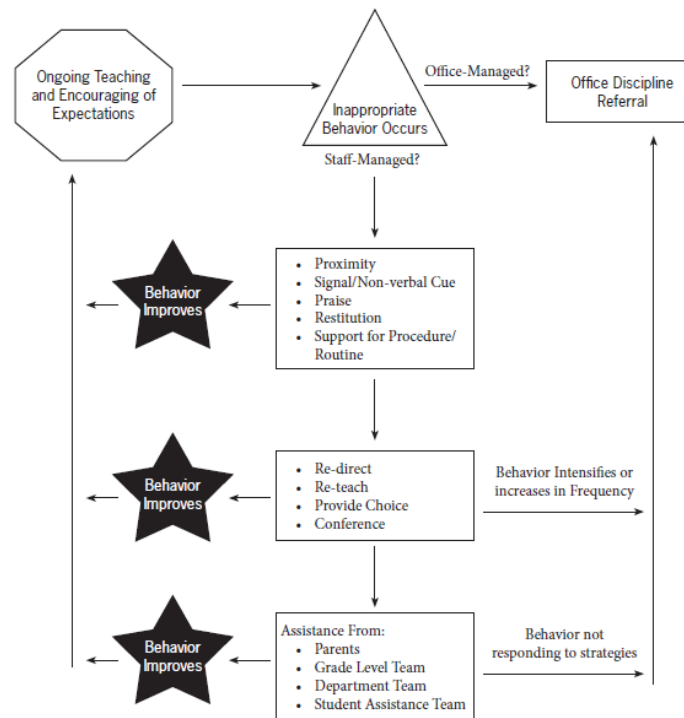


Figure 6.7

# Systems for Monitoring

## EXAMPLE

### High School Office Discipline Referral Form

Student \_\_\_\_\_ Student # \_\_\_\_\_ Grade \_\_\_\_\_

Others Involved \_\_\_\_\_

Referring Staff \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_ Period \_\_\_\_\_

Location of Incident: (please check)  
 Bus  Classroom # \_\_\_\_\_  Media Center  Hallway  Commons/Common Area  
 Bus Loading Zone  Cafeteria  Office  Restroom  Other \_\_\_\_\_

#### MAJORS (Office-Managed Behavior)

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Abusive/Inappropriate Language | <input type="checkbox"/> Cheating/Integrity      | <input type="checkbox"/> Tardy # _____                       |
| <input type="checkbox"/> Defiance/Disrespect            | <input type="checkbox"/> Disruption              | <input type="checkbox"/> False Alarm                         |
| <input type="checkbox"/> Fighting/Physical Aggression   | <input type="checkbox"/> Forgery/Theft           | <input type="checkbox"/> Harassment/Bully                    |
| <input type="checkbox"/> Property misuse or damage      | <input type="checkbox"/> Truancy                 | <input type="checkbox"/> Use/Possession of Tobacco           |
| <input type="checkbox"/> Use/Possession of Alcohol      | <input type="checkbox"/> Use/Possession of Drugs | <input type="checkbox"/> Use/Possession of Combustible Items |
| <input type="checkbox"/> Use/Possession of Weapon       | <input type="checkbox"/> Vandalism               | <input type="checkbox"/> Uncooperative                       |
| <input type="checkbox"/> Missed Detention               | <input type="checkbox"/> Unprepared/No Materials | <input type="checkbox"/> Other _____                         |

#### MINORS (Staff-Managed Behavior)

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Inappropriate Language | <input type="checkbox"/> Property Misuse     | <input type="checkbox"/> Physical Contact/PDA |
| <input type="checkbox"/> Dress Code Violation   | <input type="checkbox"/> Defiance/Disrespect | <input type="checkbox"/> Disruption           |
| <input type="checkbox"/> Not Prepared for Class | <input type="checkbox"/> Other _____         |   |

#### POSSIBLE MOTIVATION Comments:

- |  |  |                                      |
|--|--|--------------------------------------|
| <input type="checkbox"/> Obtain Peer Attention   | <input type="checkbox"/> Avoid Task/Activity | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Obtain Adult Attention  | <input type="checkbox"/> Avoid Peer(s)       | <input type="checkbox"/> Unknown     |
| <input type="checkbox"/> Obtain Items/Activities | <input type="checkbox"/> Avoid Adult         |                                      |

#### ADMINISTRATIVE ACTION

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Time in Office       | <input type="checkbox"/> Loss of Privileges         | <input type="checkbox"/> Conference with Student  |
| <input type="checkbox"/> Parent Contact       | <input type="checkbox"/> ASD _____ (Date)           | <input type="checkbox"/> Restitution              |
| <input type="checkbox"/> Referred to Guidance | <input type="checkbox"/> Individualized Instruction | <input type="checkbox"/> Bus Action/Suspension    |
| <input type="checkbox"/> In-School Suspension | <input type="checkbox"/> Out of School Suspension   | <input type="checkbox"/> Assistance Team Referral |
| <input type="checkbox"/> Saturday Detention   | <input type="checkbox"/> Lunch Detention            | <input type="checkbox"/> Discipline Points _____  |
| <input type="checkbox"/> Other _____          |   |   |

#### COMMENTS:

**PARENTS:** A copy of this referral has been given to your student or sent home for your review. We encourage you to discuss this incident with your student so they may learn to conduct themselves appropriately in the school environment. Should you have any questions, please contact us at 214-0000.

ADMINISTRATOR: \_\_\_\_\_ Principal \_\_\_\_\_ Assistant Principal A \_\_\_\_\_ Assistant Principal B

COUNSELOR: \_\_\_\_\_ A \_\_\_\_\_ B \_\_\_\_\_ C \_\_\_\_\_ D

HOME SCHOOL COMMUNICATOR: \_\_\_\_\_

## EXAMPLE

### Minor Inappropriate Behaviors

Student Name: \_\_\_\_\_ Teacher/Grade: \_\_\_\_\_

Date/Time	Location	Behavior	Possible Motivation	Strategy Consequence	Comments

# Think-Pair-Share

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

# Sources of Resistance

It doesn't work.

add SDT & SCT to the explanation

Takes too much time.

You will spend time on discipline  
Transfer that work to the students.

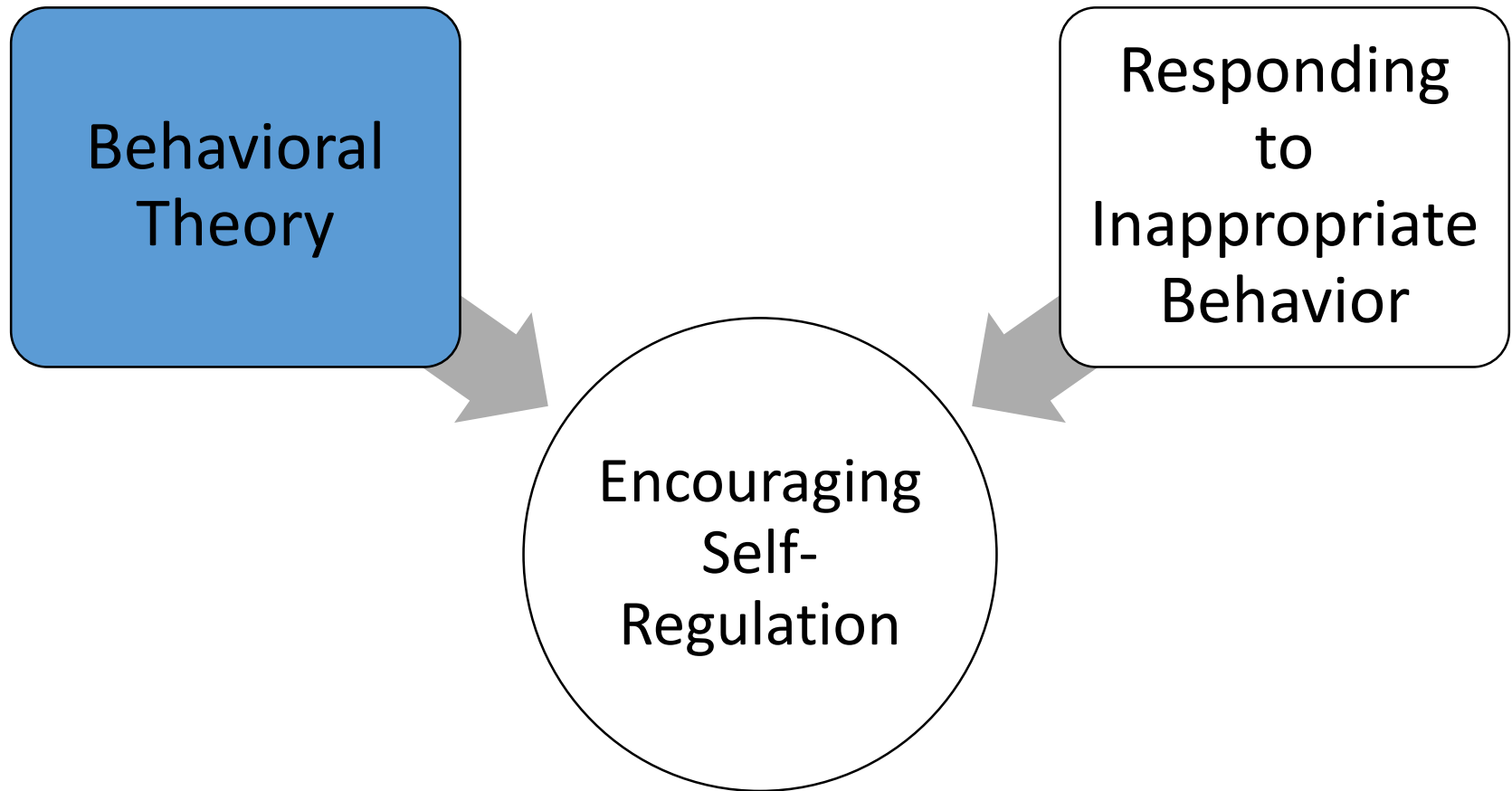
Their boss won't reward them in the real world.

extrinsic motivation is everywhere and it's NOT evil

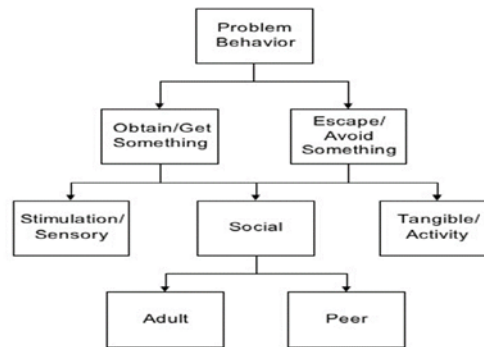
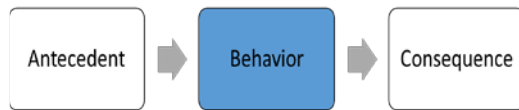
They don't buy into it.

transfer the regulation to the student to increase buy  
in

# Advance Organizer



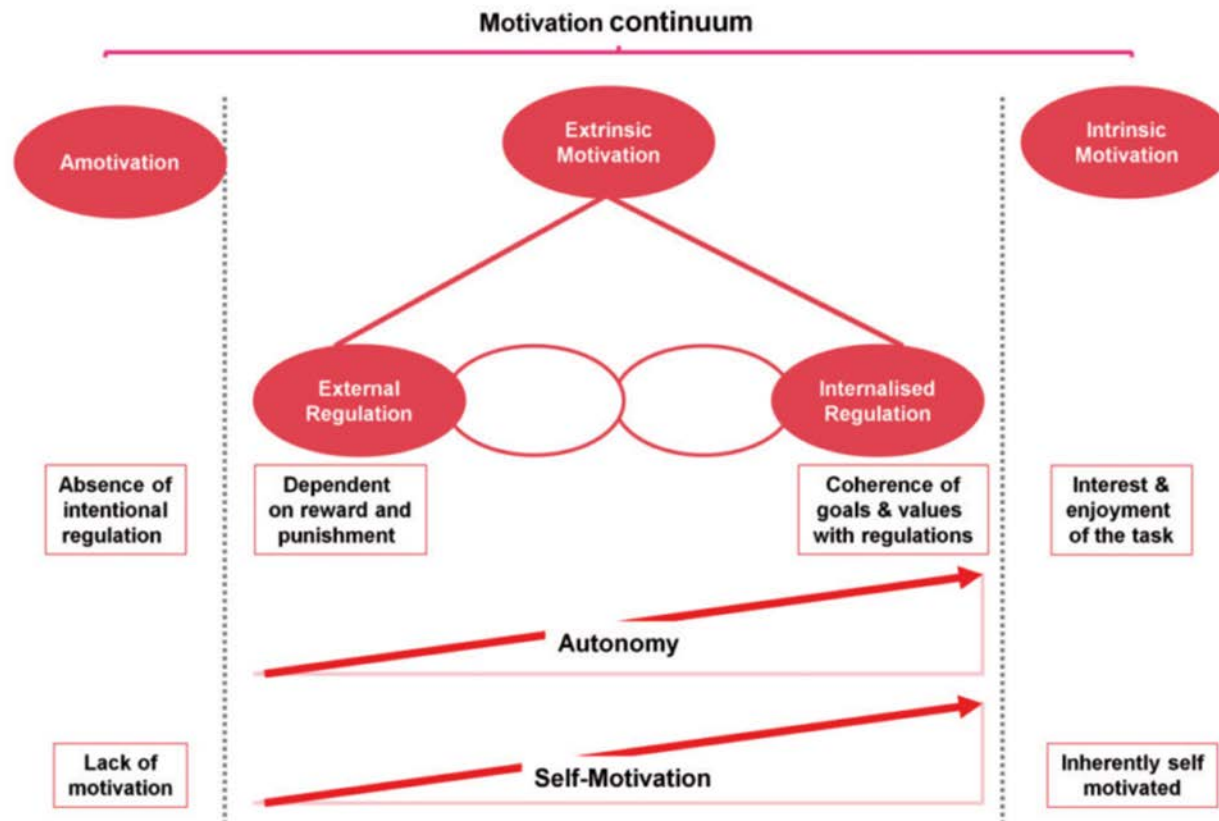
# Applied Behavior Analysis



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

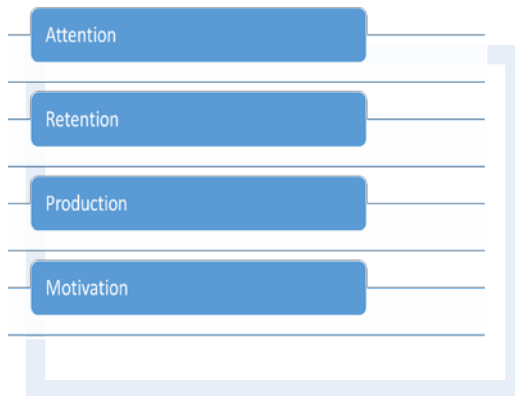
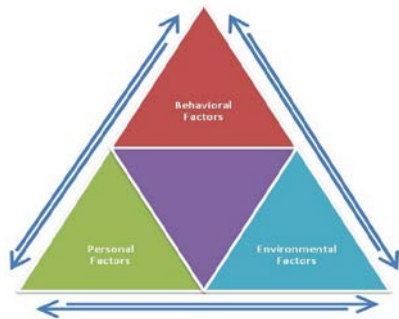


# Self-Determination Theory



Adapted from Gagné and Deci, E (2005)

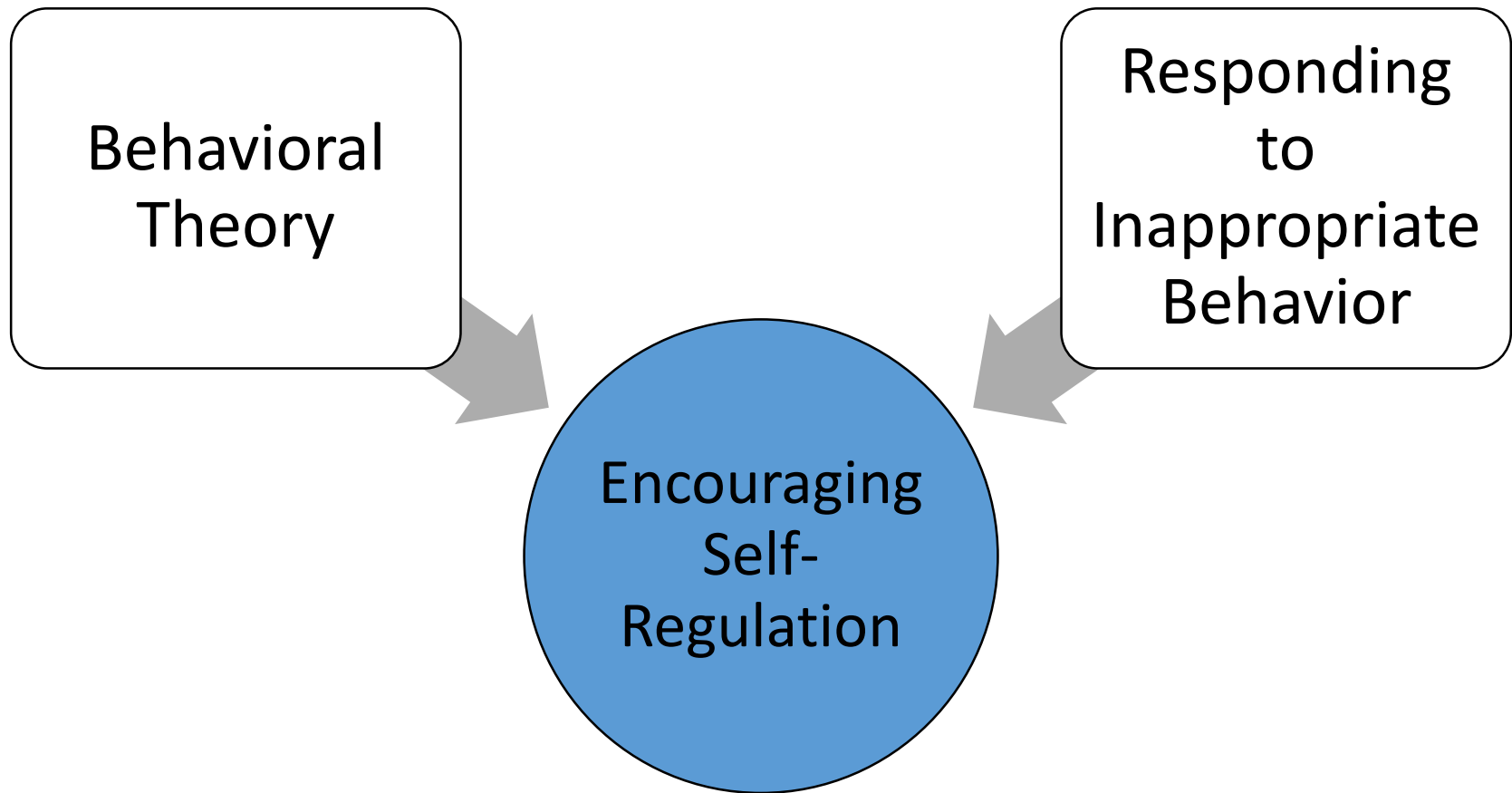
# Social Cognitive Theory



# Think-Pair-Share

- How does understanding self-determination theory and social cognitive theory inform responses to resistance?

# Advance Organizer



# Analysis

- Do your practices and systems for responding to inappropriate behavior:
  - Address all functions of behavior?
  - Effectively decrease appropriate behavior?
- Ensure students experience competency with appropriate social behaviors?
- Encourage students to develop a feeling of relatedness?
- Allow students to experience autonomy?
- Provide sufficient opportunities for observational learning?
- Provide opportunities for students to experience self-regulation?
- Increase students' self-efficacy?

# Application

	ABA	SDT			SCT		
Feature	All Functions	Competency	Relatedness	Autonomy	Observational Learning	Self-regulation	Self-efficacy
Major and Minors							
Instructional Responses	X	X	X	X		X	X
Additional Consequences	X	X	X	X		X	X
Systems for Delivery		X	X	X	X		
Systems for Monitoring							

# Think-Pair-Share

- How would you alter your systems and practices for responding to inappropriate 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 inappropriate social behavior.
3. How are applied behavior analysis, self-determination theory, and social cognitive theory connected to systems and practices for responding to inappropriate behavior?
4. What changes would you make to your systems and practices for responding to inappropriate behavior to scaffold the development of self-regulation for all students?