Scaffolding Self-Regulation through Responses to Problem Behavior

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Expectations

- Expect cognitive dissonance
- Participate actively

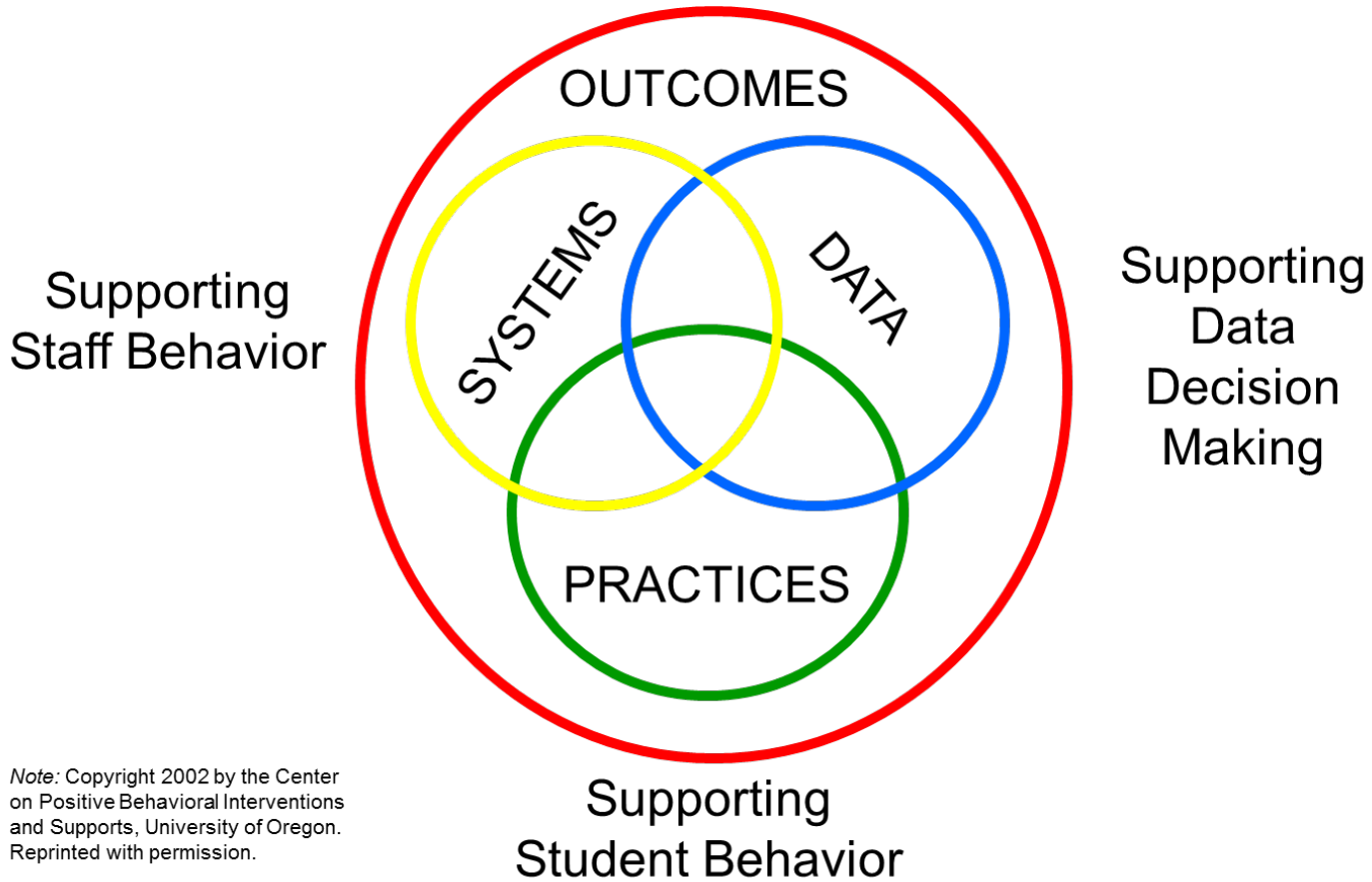# What Brought You to this Session?

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

OUTCOMES

Supporting
Staff Behavior

SYSTEMS

DATA

Supporting
Data
Decision
Making

PRACTICES

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Supporting
Student Behavior

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

Behavioral Theory

Responding to Inappropriate Behavior

Encouraging Self-Regulation

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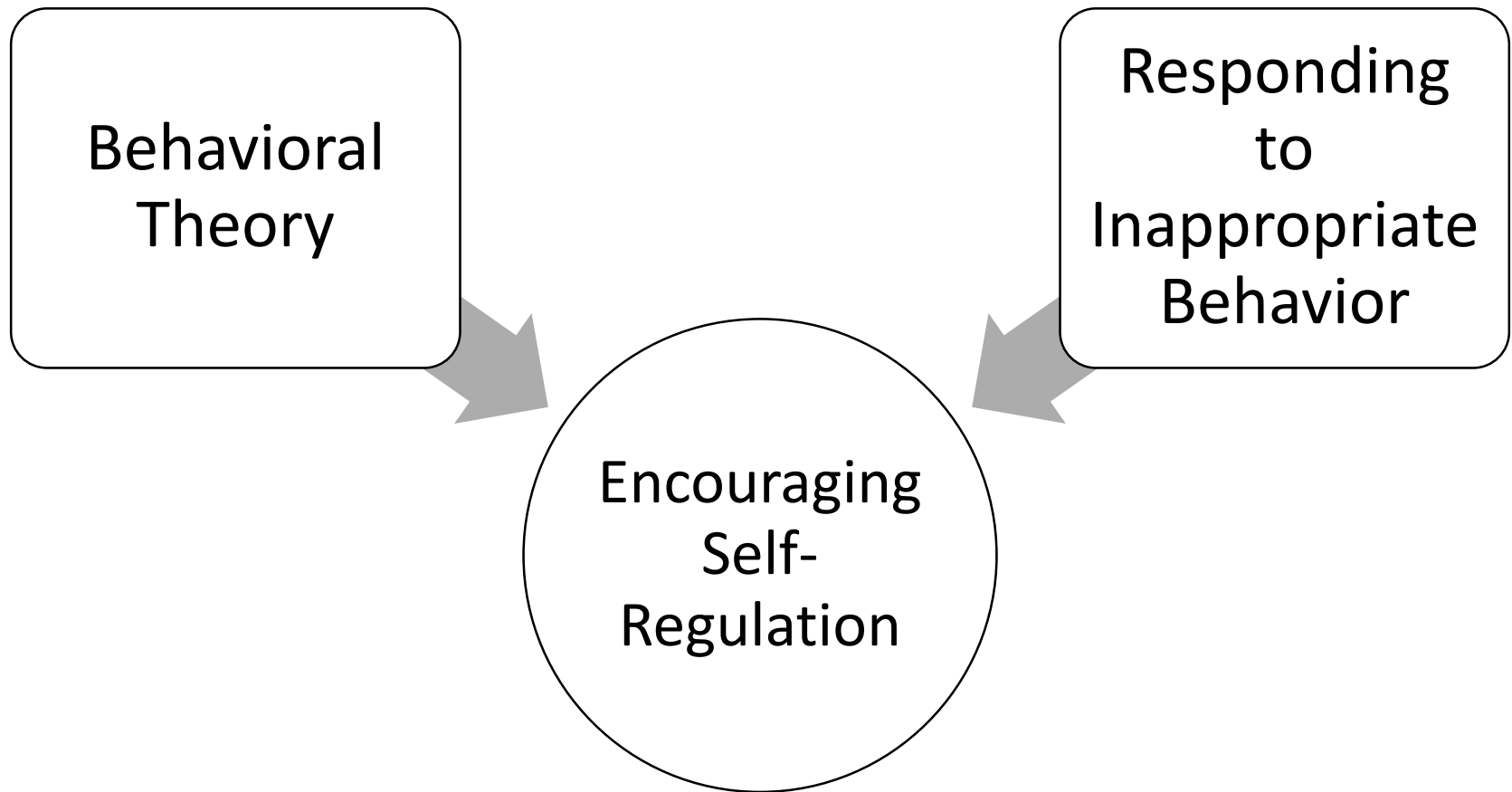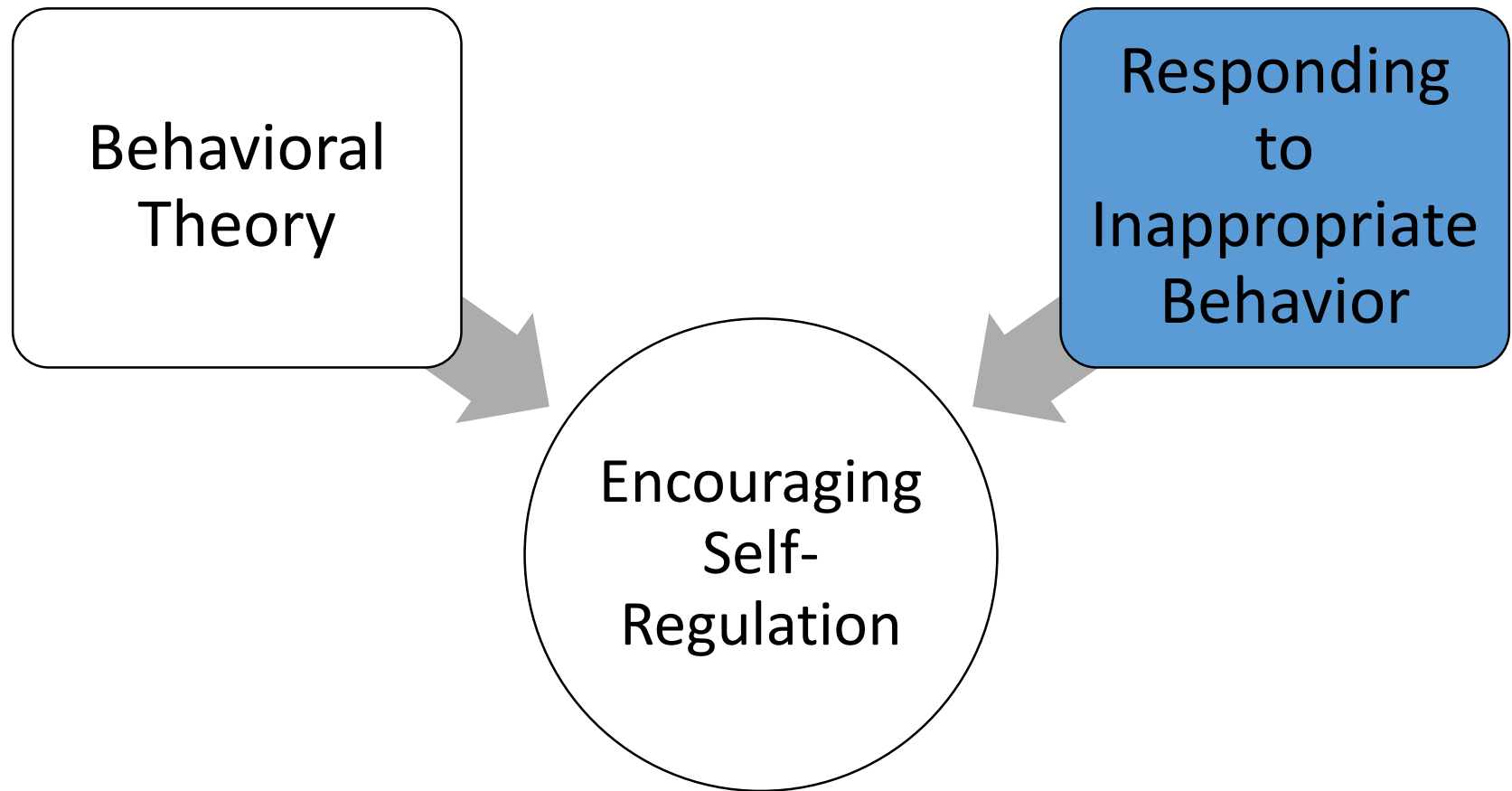
Majors and Minors

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

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
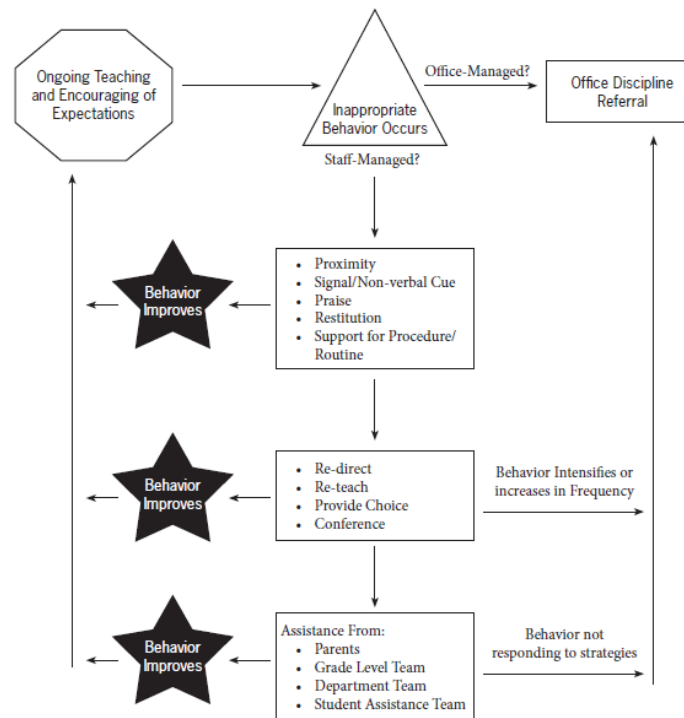
Figure 6.7

Systems for Monitoring

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

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Applied Behavior Analysis

Antecedent → Behavior → Consequence

Problem Behavior
- Obtain/Get Something
  - Stimulation/Sensory
  - Social
    - Adult
    - Peer
- Escape/Avoid Something
  - Tangible/Activity
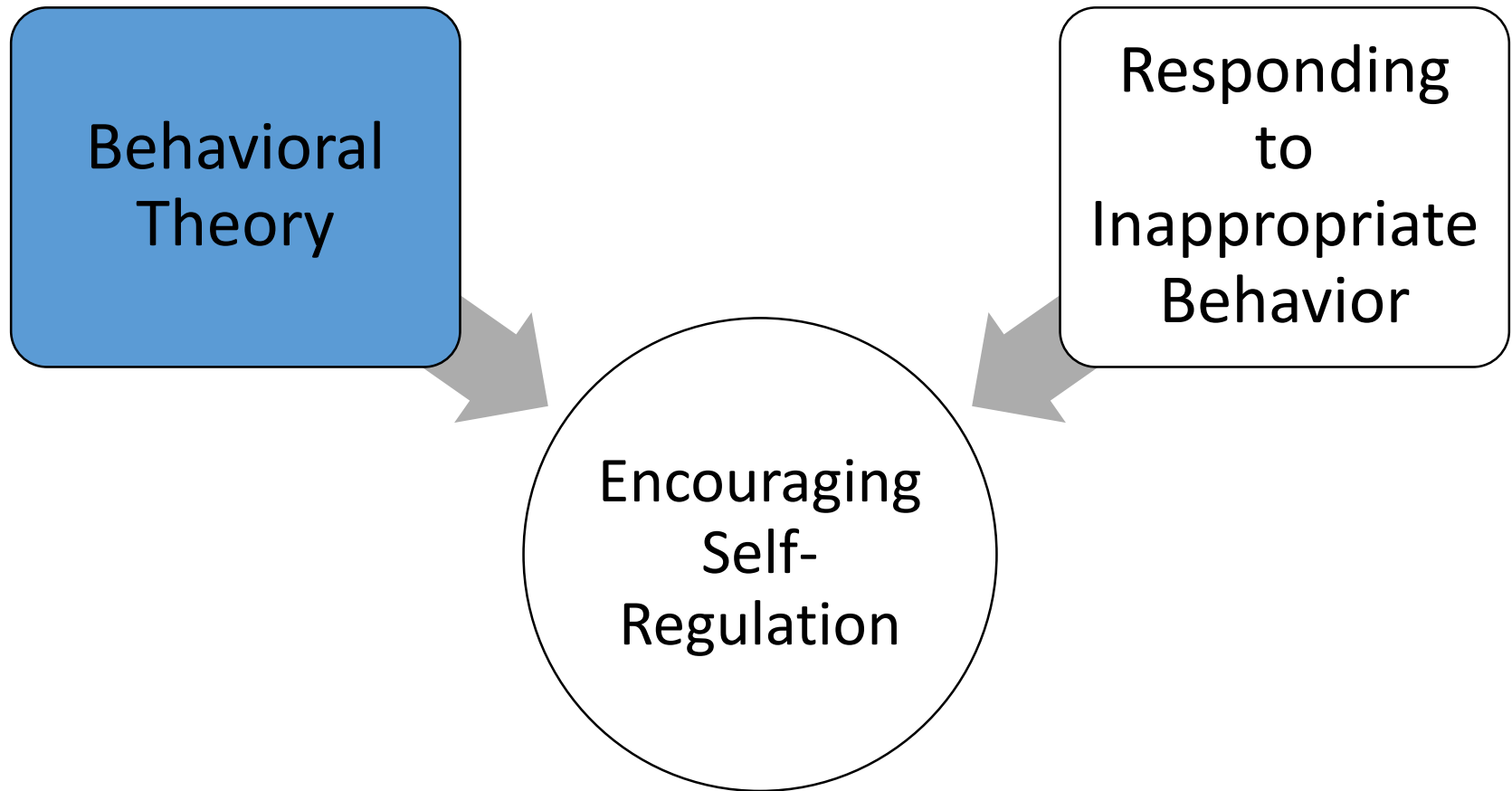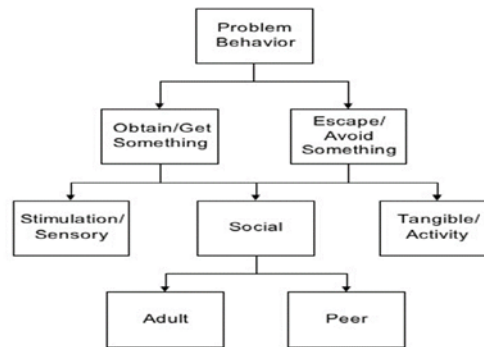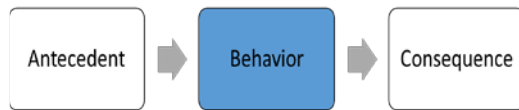
	Punishment (decreasing behavior)	Reinforcement (increasing behavior)
Positive (adding)	adding something to decrease behavior	adding something to increase behavior
Negative (subtracting)	subtracting something to decrease behavior	subtracting something to increase behavior

Self-Determination Theory

Motivation continuum

Amotivation | Extrinsic Motivation | Intrinsic Motivation

External Regulation | Internalised Regulation

Absence of intentional regulation | Dependent on reward and punishment | Coherence of goals & values with regulations | Interest & enjoyment of the task

Autonomy

Lack of motivation | Self-Motivation | Inherently self motivated
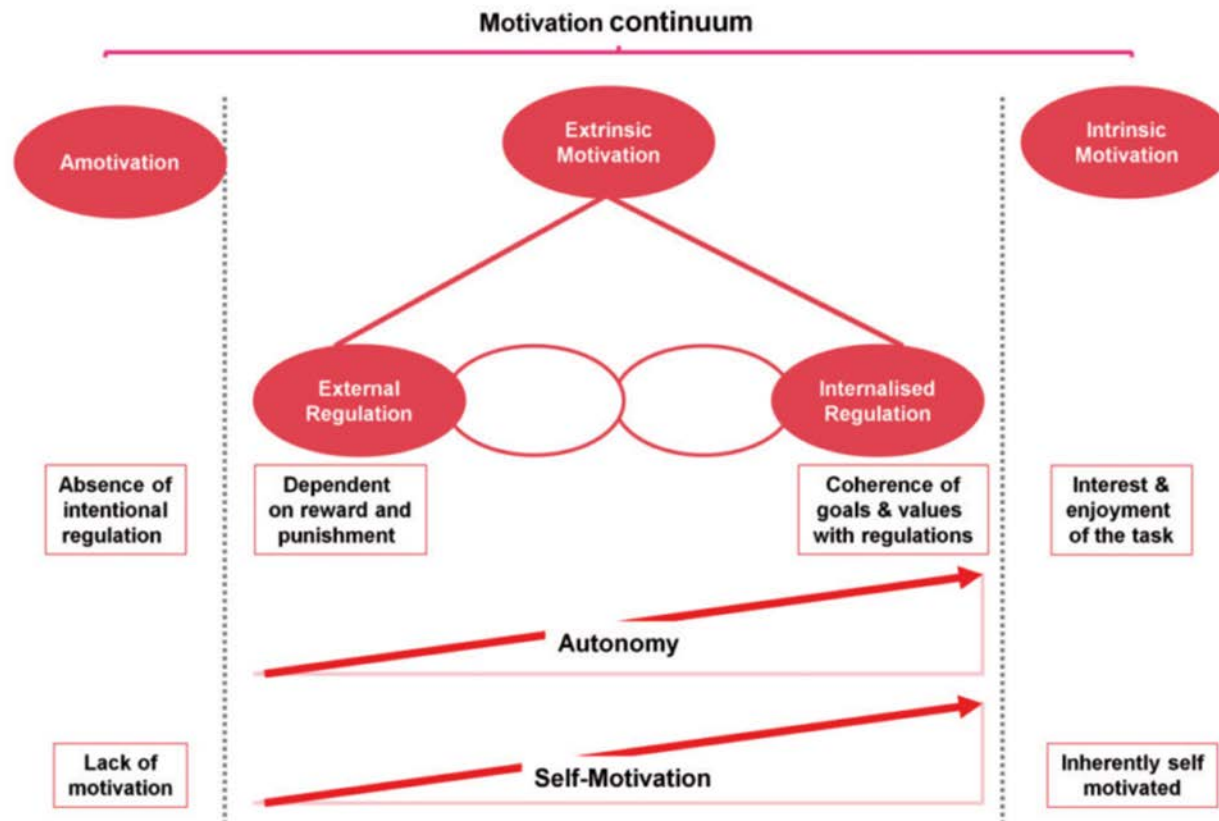
Adapted from Gagné and Deci, E (2005)

Social Cognitive Theory

Think-Pair-Share

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

Advance Organizer

Behavioral Theory

Responding to Inappropriate Behavior

Encouraging Self-Regulation
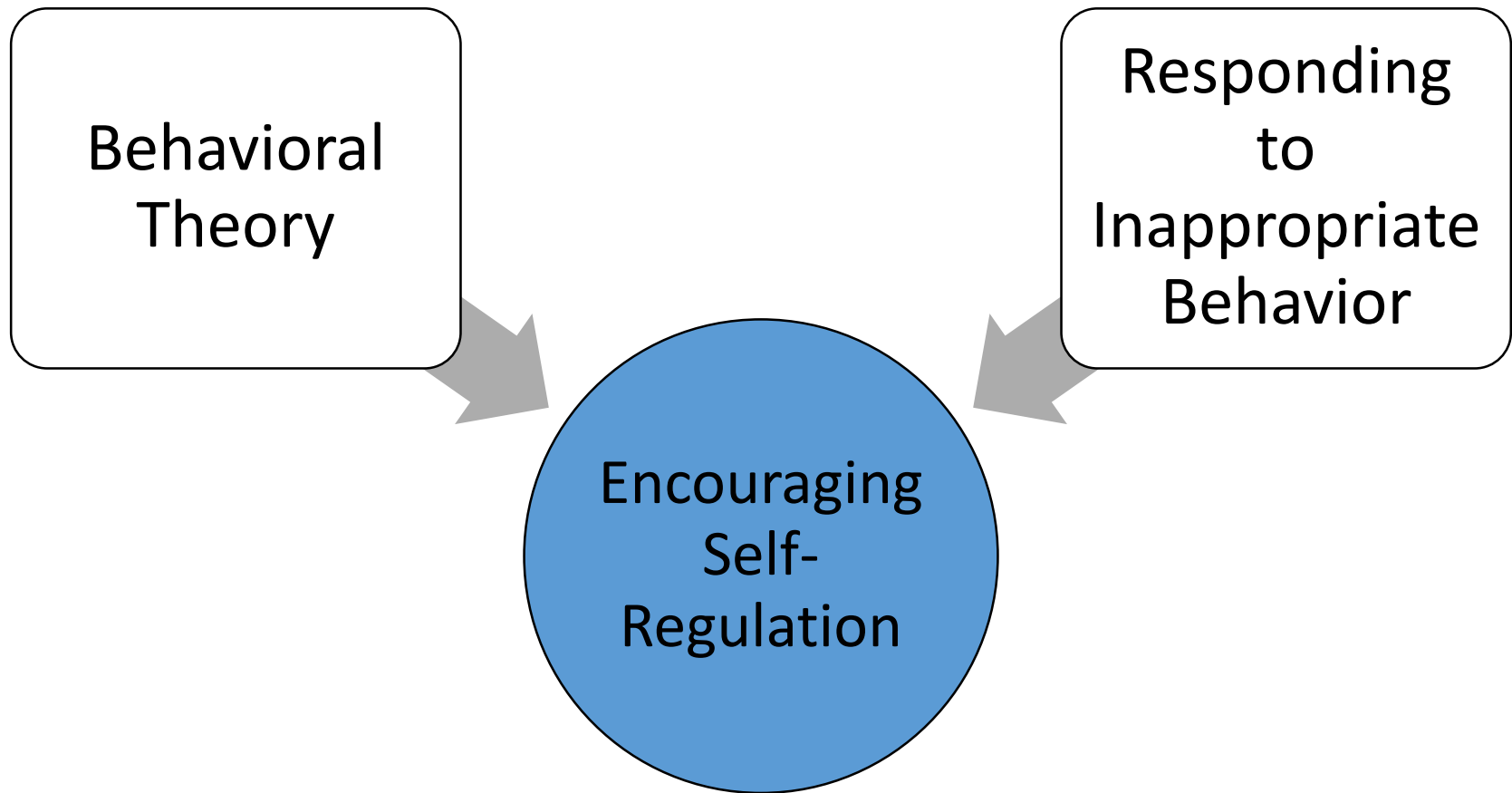
Analysis

- Do your practices and systems for responding to inappropriate behavior:
  - Address all functions of behavior?
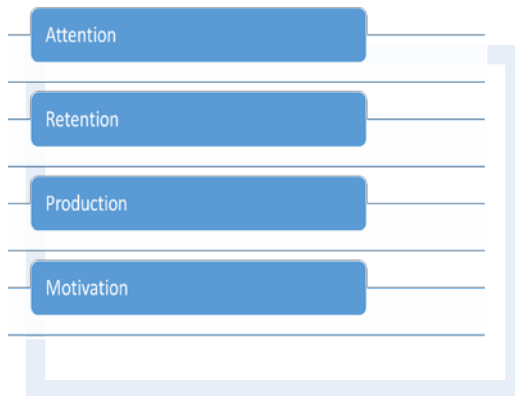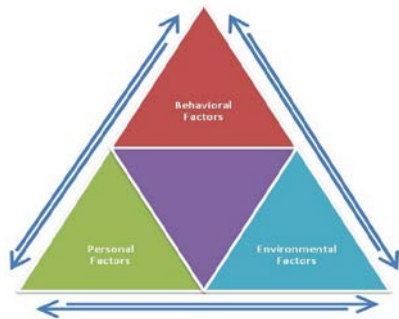 - Effectively decrease appropriate behavior?

  - 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

Feature	ABA	SDT			SCT		
	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?