

# Positive Focus

Quarter 2



## IN THIS EDITION:

HUMAN MOTIVATION THEORY -1

COACHES CORNER - 1

HUMAN MOTIVATION CON'T - 2

ABC OF SW-PBS - 3

STUDENT SELF-REGULATION - 4

SUMMER INSTITUTE - 5

## YOU CAN'T MAKE ME DO IT! - HUMAN MOTIVATION THEORY

The science of behavior and supporting research has shown that providing positive reinforcement that is contingent on student academic and social behavior increases future occurrence of that behavior (Goode, Eller, Spangler, & Stone 1981; Sutherland, Wehby & Copeland 2000; Maag 2001). Furthermore, giving high rates of positive specific feedback compared to reprimands has been shown to increase expectation following behavior (Caldarella, Larsen, Williams, & Wills 2021). So, how do we reconcile this with studies that appear to show the opposite: that tangible reinforcement decreases intrinsic motivation (see, for example Deci, Koestner, & Ryan 1999; Lepper, Greene, & Nisbett 1973)? And, more importantly, what do we do about it?

The important thing to remember is that research showing the demotivating effects of tangibles only applies to activities that an individual finds intrinsically motivating. Intrinsic motivation occurs when an individual engages in an activity for the sheer enjoyment of it. The activity is inherently interesting, novel, or challenging to the individual. Ryan and Deci (1995) have suggested that to be intrinsically motivating, an activity must also satisfy a psychological need for autonomy (the individual chooses to participate of his or her own volition), and competence (the individual perceives him or herself to be good at the activity).

Extrinsic motivation occurs when the reason for participating in the activity is separable from the activity (Ryan & Deci 1995). In other words, the activity is a means to an end (Jovanovic & Matejevic 2014). The "end" can be an external or tangible reward, approval of a significant other, progress toward an academic or career goal, or alignment with deeply held values and beliefs. There are a couple of ways to think about the mechanism by which tangible rewards affect intrinsic motivation. One is based on the theory that the individual overgeneralizes, in that he or she internalizes the belief that because he or she is getting a tangible reward for doing the activity, he or she is doing the activity to get the tangible reward (Lepper, Greene, & Nisbett 1973). The other possibility is that when the individual receives a tangible reward, he or she views this as an attempt by an external entity to exert control over his or her behavior, thereby undermining autonomy (Ryan & Deci 1995).

Ryan and Deci (1995) have pointed out that most activity from early childhood on is extrinsically motivated. This is because as children progress through school and into adult life, they increasingly take on responsibility for tasks that are not intrinsically enjoyable. However, we all perform tasks that we do not necessarily want to do even though we may not earn an obvious tangible reward for doing it. This is because we can self-regulate: we perform the task to achieve an end that is important to us. For example, most of us floss our teeth at least once a day. Flossing is not a particularly enjoyable activity. Yet, we do it to make our dentist happy, and avoid cavities or gum disease.

(Continue reading on page 2)

.....

Tier 1

*Coaches Corner*

Tier 2

.....

Tier 3

YOU CAN'T MAKE ME DO IT! - HUMAN MOTIVATION THEORY

We can think of self-regulation of extrinsically motivated behavior as lying on a continuum from externally motivated (externally imposed rewards and punishments) to internally motivated (the task helps us to achieve a goal or aligns with our values) (Ryan & Deci 1995). This continuum is fluid, meaning that we can move up and down the self-regulation continuum, even for the same task. The goal of the teacher is to move students from amotivation (having no desire or intention to perform a behavior) to internally regulated or even intrinsically motivated, to engage in important social or academic behavior. Ryan and Deci proposed that if we can do things that make students feel like they are good at the task (competence), that they are liked and belong (relatedness), and that they have free will (autonomy), they will move from externally regulated to internally regulated, and possibly even intrinsically motivated behaviors.

So, what does all of this mean for your SW-PBS framework?

- **First**, tangible reinforcement can help your students to engage in activities that they otherwise do not find to be intrinsically motivating or when they lack the skills to engage in a behavior on their own (Cherry 2019/2021). This can get them going long enough to experience the benefits of performing the task.
- **Second**, punishment or coercion undermines autonomy, and can therefore result in resentment and resistance on the part of the student (Ryan & Deci 1995).
- **Third**, important ideas to understand regarding feedback:
  - Specific positive feedback builds both actual competence and feelings of competence, moving the student toward the internal regulation end of the continuum (Ryan & Deci 1995).
  - Conversely, reprimands and demeaning evaluation undermine feelings of competence and autonomy, and are demotivating.
  - Insincere feedback can come across as manipulative, which undermines the student’s feelings of autonomy.
- **Fourth**, showing the student genuine non-contingent positive regard makes the student feel liked and connected in your school and classroom (Ryan & Deci 1995). It also increases the power of positive specific feedback.
- **Fifth**, it is important to provide the student with rationales for the desired behaviors (Ryan & Deci 1995). This helps the student to see how specific behaviors can help him or her to achieve important goals, and therefore moves the student toward the internal regulation end of the spectrum.
- **Finally**, be aware that there are some situations when tangible rewards may backfire, such as when they are given contingent on performance of an activity in which the student is already intrinsically motivated (Ryan & Deci 1995; Deci, Koestner, & Ryan 1999; Lepper, Greene, & Nisbett 1973).

As educators, our goal is to help our students to be well-adjusted, self-sufficient and socially responsible adults. Using the principles of SW-PBS and human motivation theory, we can help our students learn, find value in, and persist in the skills they need to be happy, successful, and independent adults. You can find more information about this topic in the [MO SW-PBS Handbook](#).

References

Caldarella P, Larsen RAA, Williams L, Wills HP. Effects of Middle School Teachers’ Praise-to-Reprimand Ratios on Students’ Classroom Behavior. *Journal of Positive Behavior Interventions*. August 2021. doi:10.1177/10983007211035185

Cherry, K. (2019/2021). Extrinsic motivation. *VeryWellMind*. <https://www.verywellmind.com/what-is-extrinsic-motivation-2795164>.

Deci, E., Koestner, T., and Ryan, R. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin* 125(6), pp. 627-668.

Good, C.E., Eller, B.F., Spangler, R.S., & Stone, J.E. (1981). The effect of an operant intervention program on attending and other academic behavior with emotionally disturbed children. *Journal of Instructional Psychology*, 9(1), 25–33.

Jovanovic, D., and Matejevic, M. (2014). Relationship between rewards and intrinsic motivation for learning—Research review. *Procedia—Social and Behavior Sciences* 149, pp. 456-460.

Lepper, M., Greene, D., and Nisbett, R. (1973). Undermining children’s intrinsic interest with extrinsic reward: A test of the “overjustification” hypothesis. *Journal of Personality and Social Psychology* 28(1), pp. 129-137.

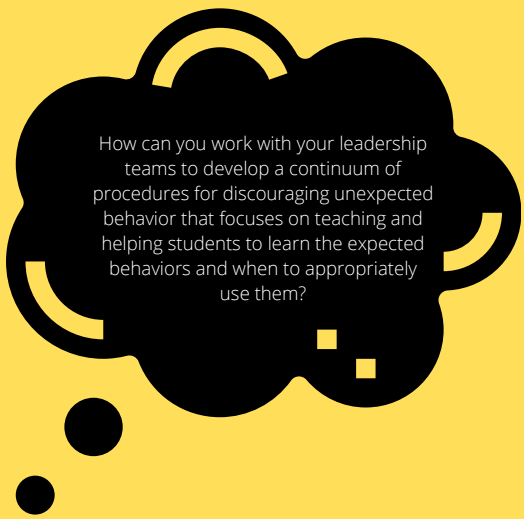
Maag, J. (2001). Management of surface behavior: A new look at an old approach. Counseling and Human Development. Love Publishing Co. High Beam Research.

Ryan, R., and Deci, E. (1995/2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology* 25, pp. 54-67.

Sutherland, K.S., Wehby, J.H. & Copeland, S.R. (2000). Effect of varying rates of behavior-specific praise on the on-task behavior of students with EBD. *Journal of Emotional and Behavior Disorders*, 8, 2-8.

# ABC'S OF SW-PBS

Many educators still believe that students would behave if we could just find a “bigger club,” yet studies identify punishment as one of the least effective approaches (Lipsey, 1991; Costenbader & Markson, 1998; Gottfredson & Gottfredson, 1996). Effective schools realize that it is far easier and better to build expected behaviors through proactive instructional approaches than to try to decrease maladaptive behaviors through punishment. Before embarking on school improvement related to discipline, beliefs about student behavior and discipline must be examined and a new, shared, positive, and proactive philosophy and purpose created. Discovering shared beliefs increases commitment, provides a framework for making decisions, and is often the first step in unifying staff. Time spent examining what staff believe about student discipline and creating a shared philosophy is a wise investment in lasting change.



How can you work with your leadership teams to develop a continuum of procedures for discouraging unexpected behavior that focuses on teaching and helping students to learn the expected behaviors and when to appropriately use them?

The key to the success of your SW-PBS implementation will be the effectiveness of the staff training and ongoing supports you provide. Your leadership team is urged to help all educators grow the professional learning networks (PLNs) within the building, the district, with other MO SW-PBS partner schools, and with SW-PBS implementers across the country.

By providing staff with opportunities to learn more about topics such as Function-Based Thinking and a Systems approach to Encouraging Expected Behaviors and Discouraging Unexpected Behaviors, teams can increase the adults’ abilities to proactively respond with evidence-based strategies to increase the likeliness that students will demonstrate positive behaviors in our schools and classrooms.

If we look at the ABCs of behavior, a consequence is the resulting event that causes an effect. Strategies such as redirecting, reteaching, and small aversive consequences are consequences that discourage use of the unexpected behavior in the future. The ABC chart below will help illustrate the types of consequences used in a SW-PBS system to decrease the likelihood the unexpected behaviors will be repeated in the future.

Antecedent → Behavior → Consequence		
<b>Define expected behaviors/rules and procedures</b> <ul style="list-style-type: none"><li>• Directly teach expected behaviors/rules and procedures</li><li>• Pre-correct</li><li>• Active supervision</li><li>• Calm demeanor</li><li>• Proximity</li></ul>	<b>Following Directions</b>	<b>Indirect Strategies</b> <ul style="list-style-type: none"><li>• Proximity</li><li>• Signal/non-verbal cue</li><li>• Ignore/Attend/Praise</li></ul> <b>Direct Strategies</b> <ul style="list-style-type: none"><li>• Re-direct</li><li>• Re-teach</li><li>• Provide choices</li><li>• Student conference</li></ul>

Prevention is the key. When unexpected behaviors occur, educators should first assess setting or antecedent events that could be adjusted and ask the questions:

- “Do we have clear expectations?”
- “Have they been thoroughly taught?”
- “Are we consistently using strategies to encourage the expected behaviors?”

# Student Self-Regulation Post Covid-19

The 2021-2022 is perhaps a school year unlike any other. Adults and students alike came back to school with a wide range of pandemic experiences, with varying behavioral expectations and rules. What is obvious several months into this school year, is that the return to school has not, in many cases, been smooth. Reports of out of control kindergarteners, or disconnected or “ghosting”/absent high school students abound. Educators and community members alike worry about the lack of self-regulation in today's children.

At moments such as this, a critical pivot for collaborative, schoolwide or district wide teams is to shift into a Solution Planning mode, where they apply what they know about human motivation to

1. increase the likelihood that all staff implement the schoolwide and classroom plans with fidelity, consistency and equity to
2. increase the likelihood that students show up to school and demonstrate expected social and academic behaviors.

Teams should begin with the end in mind: what do we want students to do? These schoolwide **expectations** should be clarified and communicated via the schoolwide matrix, and aligned to classroom matrices. Next, teams should ensure that all staff know their role in **teaching expected behaviors** and have the tools they need to do so (e.g., allotted time, schoolwide teaching schedule, lesson plans, materials, videos, etc).

Once students have been taught expectations, all staff need to continue to **prompt** expected behaviors; **pre-correct** for expected behavior use in settings/context when unexpected behavior frequently occurs; and **re-teach** to all, some or a few of the students as observations indicate are needed.

Finally, all staff should consistently provide **performance feedback** to all students, providing **positive, specific feedback** when students demonstrate the expected behaviors, and provide quick, private, calm, and instructive **corrective feedback** when unexpected behaviors occur. This process of **tell-show-practice-feedback** needs to happen throughout the day, and as needed as evidenced by observation of student behavior, **throughout the year**. For instance, at the beginning of the year this process should be intensified to orient ALL staff and students to know how to do the business of school. Then, whenever schoolwide data indicates a need, or when teams anticipate the need to intensify such as after holiday breaks or during schoolwide testing, the intensity of schoolwide tell-show-practice-feedback might need to be ramped up.

The final piece of the student self-regulation puzzle is to provide this consistent and ongoing system of student support within a context where students:

- feel **connected** to the schoolwide and classroom communities,
- are provided with **autonomy** and **voice** within these communities,
- build competency through specific positive feedback,
- and where they see the expectations and rules and procedures and routines as related strategies for success not only at school but also in life.



It does not go without saying that to plan and **implement** this districtwide or schoolwide system of support, that a **parallel system for staff support** needs to be planned for and implemented as well. Just like students, ALL staff need to feel a sense of **connectedness** to all members of the community, that they have **autonomy** to have a voice in the work, and in the end that they feel a sense of **relatedness** to the **mission and vision** of the organization. 2021-2022 will be a year like no other, and that says a great deal, given what staff and students accomplished in 2020-2021. While the goals can be high for the end of the year, achievement of those goals resides in the planning of the iterative implementation of collective action steps, wrapped in continuous monitoring and adjustment, to ensure support of all stakeholders remains in place.



# Summer Institute 2022

**Call for Proposals!** We are now accepting Breakout Session Proposal Submissions for the 2022 Summer Institute.

Missouri Schoolwide Positive Behavior Support is excited to announce that our annual Summer Institute will be in-person at the Tan-Tar-A Conference Center in Osage Beach, MO. Save the date and make plans to join us **June 1-2, 2022**.

The theme for SI 2022 is **“Not All Heroes Wear Capes: SW-PBS is Our Superpower!”** We believe that all educators are truly heroes with many superpowers. We also believe that implementing SW-PBS with fidelity, consistency, and equity is one of those superpowers that is making a difference for all students and staff. We believe that contributions from active implementers will elevate the quality of our SI 2022 offerings, so we are extending this special invitation to share the MO SW-PBS systems and practices that have elevated student outcomes and have created equitable spaces for all.



## Breakout Session Details:

- Deadline for Submission is **December 10, 2021**
- 75 minute presentation with time allotted for engagement activities.
- **1 FREE registration** if your breakout proposal is accepted.
- Please use this hyperlink to access the proposal form: [Breakout Proposal Form](#)
- If your proposal is accepted, you will be notified in January 2022.

We are excited to give your school a platform to share your story with other implementers. If you have any questions regarding proposal submissions, please consult with your Regional SW-PBS Consultant, or email Jody Baker at [bakerjod@missouri.edu](mailto:bakerjod@missouri.edu).

