

MISSOURI SW-PBS SUMMER INSTITUTE

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NOT ALL HEROES WEAR CAPES!



Session 1B: Incorporating Human Motivation Into Your MO SW-PBS Framework



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Today's Outcomes...

- Become familiar with the principles of human motivation theory.
- Apply the principles of this theory to your MO SW-PBS framework.



GROUNDING US IN THE WHY

the theory behind why we do what we do...

Behaviorism

Theory of learning based on the idea that behavior is learned through conditioning (pairing a stimulus-behavior-consequence contingencies).

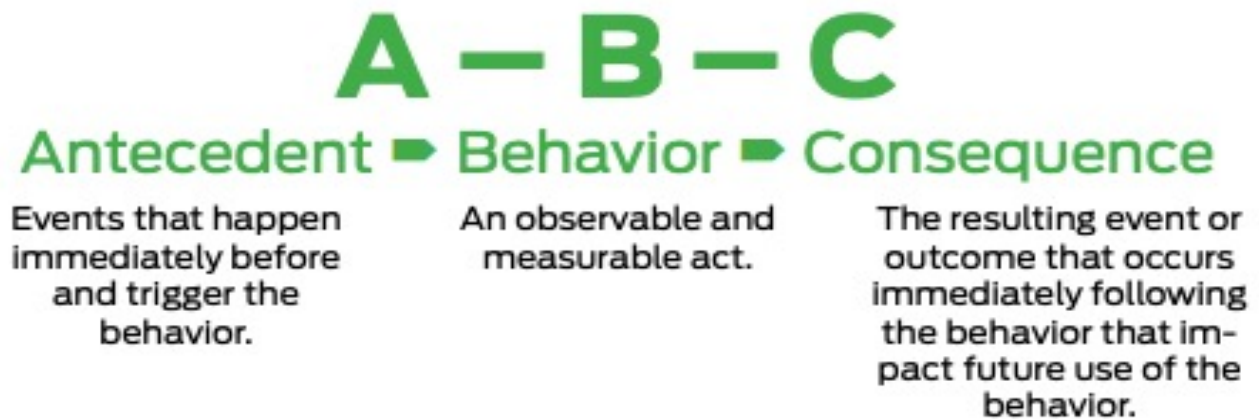


Figure number 3:1

Encouraging Appropriate Behavior

- *Positive reinforcement* means that when the environment contingently follows an individual's behavior with an action, and that behavior maintains or increases, whatever followed the behavior is reinforcing to the individual.
- There is a strong literature base that supports the use of positive, specific feedback to acknowledge and increase academic and social skill mastery.

(e.g., Alberto & Troutman, 2013; Darch & Kame'enui, 2004; Lewis et al., 2010; Nelson & Roberts, 2000; Simonsen & Myers, 2015; Stichter & Lewis, 2006; Sutherland et al., 2000, 2002, 2003)

Encouraging Appropriate/ Expected Behavior

- Just like academic skill mastery, if teachers want students to build social behavior skill mastery, they must provide specific, contingent feedback.

(Lewis et al., 2010)

- Encouraging appropriate/expected behavior by acknowledging success moves the student closer to closing the gap between current performance and expected performance.

(Scott et al., 2017)

Human Motivation

Broad construct that focuses on what drives behavior.

Lots of theories – Maslow’s hierarchy of needs, reinforcement theory, goal-setting theory, social cognitive theory, expectancy theory.

Human Motivation – What We Know

There is an underlying reason behind behavior

- Behaviorists call this *function*

Individuals exhibit variability in motivation

- Activity and context influence motivation

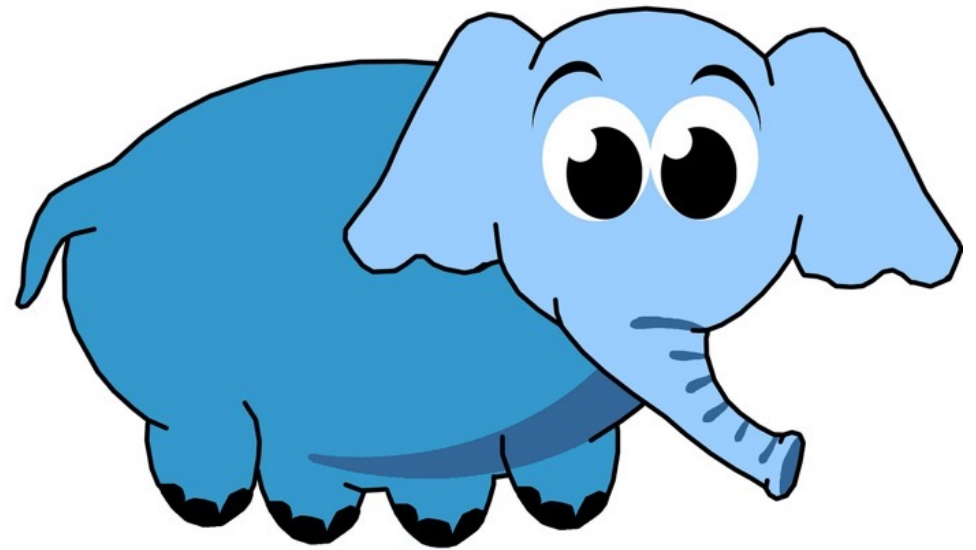
There is no single source of motivation

- Motivation is relative to the individual



Extrinsic & Intrinsic Motivation

What have you heard about these two terms?



Extrinsic & Intrinsic Motivation

Misconception – high rates of positive reinforcement will do “harm” to students’ motivation OR extrinsic motivation doesn’t work.

Where did this come from?

Extrinsic & Intrinsic Motivation

- Often cited from the work of Ryan & Deci (2000)...
 - 2 groups of students were tasked with solving puzzles across 3 sessions.
 - 1st session, no incentives.
 - 2nd session, one group was paid for successfully completing puzzles.
 - 3rd session, no incentives.
 - When time was announced in 3rd session, member of the group that had been paid drifted away from the task while the group that had never been paid continued working on the puzzles.
 - Concluded that people who have been offered money no longer experienced intrinsic motivation.

Extrinsic & Intrinsic Motivation

Since then, the work to disprove acknowledgment has been ... complicated ...

Pierce & Cheney (2013) did several repetitions of Deci & Ryan's work and found that it depends on several variables (e.g., signaling, reinforcement schedule, type of reinforcement).

Now What...

First...

- We must position intrinsic motivation within what research, practice, and reality says.
 - Reality – the idea that students should always be intrinsically motivated is NOT possible.

When was the last time you were 100% intrinsically motivated?

Now What...

Most students do not find writing reports or solving algebra problems intrinsically motivating.

Our goal should be to build encouragement systems that balance extrinsic motivation while working toward student self-regulation of those motivators.

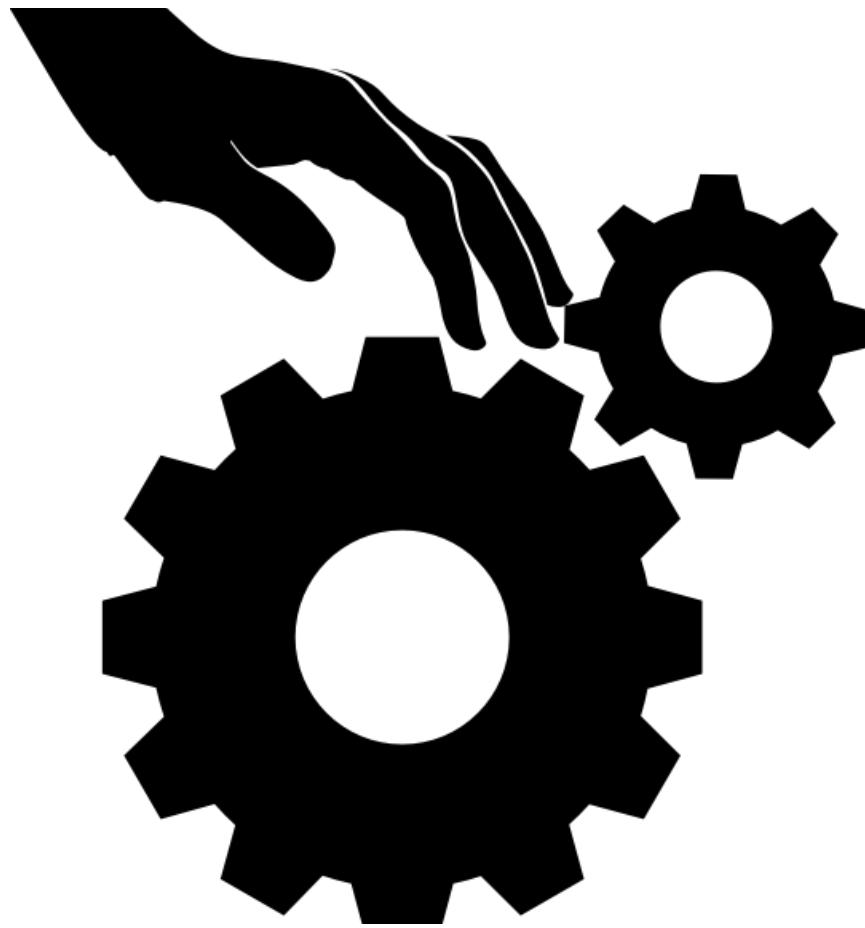
Example

The goal is for students to complete a difficult math assignment – not because the assignment is intrinsically motivating (i.e., inherently fun and enjoyable) but because they choose to engage in the task (i.e., self-regulation) because it will lead to an outcome that is naturally reinforcing (i.e., sense of accomplishment, free time, acknowledgment from adults).

*Notice those naturally reinforcing contingencies can include both intrinsic and extrinsic variables.

Questions?





PUTTING THEORY INTO APPLICATION

AKA – THE HARD PART!!!



Your Encouragement System

Think about your school's encouragement system.

SUCCINCTLY share with a neighbor



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Non-Negotiable

If students demonstrate appropriate social skill, feedback should be provided that acknowledges student effort and explicitly identifies the expectation or rule.

Extrinsic Motivators

Extrinsic motivators are particularly useful when:

- Focusing on initial skill acquisition
- Supporting students who exhibit low levels of motivation

Should implement on a continuous (as close to 1:1, as realistically possible) reinforcement schedule as possible.



Continuum of Motivators

Remember – there is no universal motivator.

Goal – to develop a system that is mostly reinforcing for as many students as possible.

How do you identify motivators to use in your system?

Adjusting Reinforcement Schedule

Reinforcement Schedules:

- Continuous – when learning a new skills, supporting students with low motivation.
- Intermittent/Variable – when supporting fluency of skill, supporting students with higher motivation.

**Fading the schedule can help promote self-regulation.*

Reinforcement Fading

When using an intermittent schedule:

- Pair reinforcement to naturally occurring contingencies...
 - Specific, positive feedback.
- Promote self-regulation* (intrinsic motivation)
 - “You’re doing a great job staying on task during work time. Staying on task can help you get your homework done sooner so that you don’t have to do it for homework. Not having homework gives you more free time.”

Self-Regulation

- Make** a plan
- Monitor** your plan
- Adjust** as needed
- Reflect** on what worked

College & Career Competency Framework
CCCFramework.org

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Sample Fading Plan

Beginning of the year, after expectations have been taught, staff implement a *continuous reinforcement** schedule.

After first data meeting, PBIS team identifies behavioral skill(s) to target. Reinforcement for target skill(s) becomes focus of *continuous reinforcement**.

Other skills still receive reinforcement, on an intermittent/variable schedule.



Applying Fading

How do/can you fade reinforcement?

How do/can you incorporate natural contingencies?

How do you promote intrinsic motivation/
self-regulation?



Developing a Plan

What will you take from this presentation to incorporate into your encouragement system for this coming school year?

Questions?

