



SCHOOL OF EDUCATION

EDPS302 – Creating Positive Learning Environments

Models of behaviour management

Lecture 4

Applied Behaviour Analysis and
Cognitive behavioural approaches

August 15, 2017

Ray Handley



EDPS302 – Creating Positive Learning Environments

This week:

- Applied behaviour analysis – B.F. Skinner
- Functional behaviour analysis
- Rational Emotive Behaviour Therapy – Albert Ellis
- Talk sense to yourself – Jeff Wragg
- Emotional temperature graph

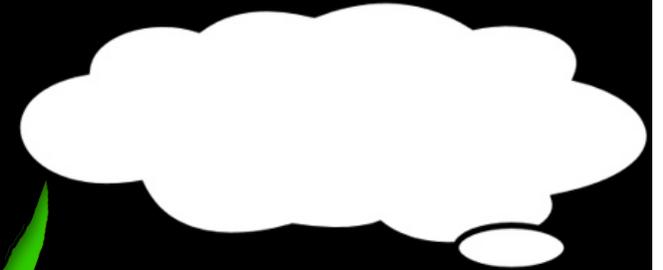
Applied Behavior Analysis (ABA) (CBT)

environment



*Changes in attitude and thinking
create different patterns of
behaviour that modify
consequences and outcomes*

*By understanding and
modifying the environment
new patterns of behaviour
can be created.*



thinking



actions

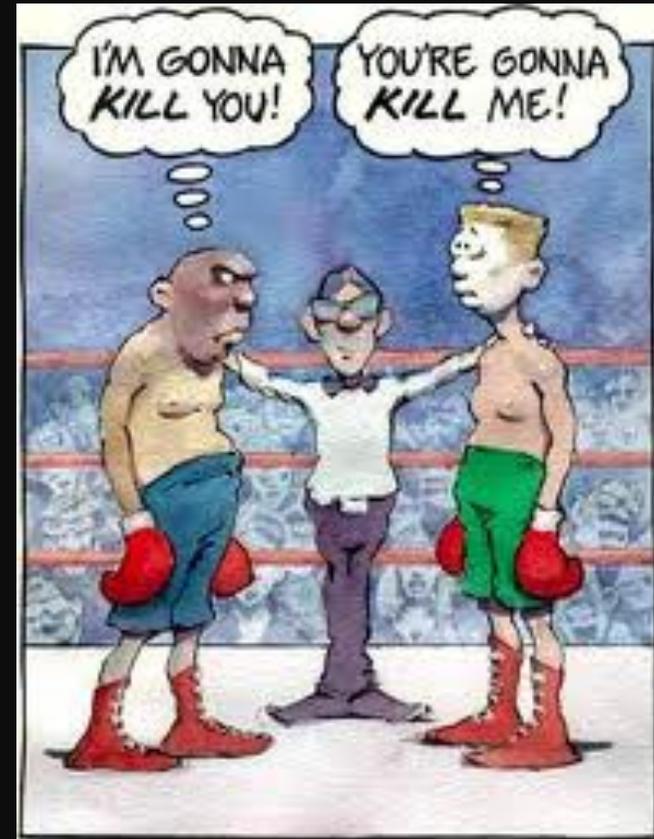
2 models of behaviour change

Some examples from sport



Observe, deconstruct,
analyse, correct, practice

Applied Behaviour Analysis



Thinking, self talk, reconstruct,
practice, avoid, plan

Cognitive Behaviour Therapy

Applied Behaviour Analysis

(Behaviour Modification)



Psychology should be seen as a science, to be studied in a scientific manner.

Skinner's study of behaviour in rats was conducted under carefully controlled laboratory conditions.

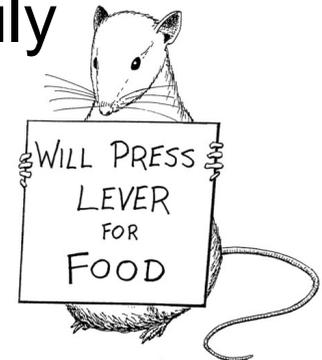
Applied Behaviour Analysis

(Behaviour Modification)



Behaviourism is primarily concerned with observable behaviour, as opposed to internal events like thinking and emotion.

Note that Skinner did not say that the rats learnt to press a lever because they wanted food. He instead concentrated on describing the easily observed behaviour that the rats acquired.



CRAIG SWANSON © WWW.PERSPICUITY.COM

Applied Behaviour Analysis *(Behaviour Modification)*



The major influence on human behaviour is learning from our environment.

In the Skinner study, because food followed a particular behaviour the rats learned to repeat that behaviour, e.g. classical and operant conditioning.

experiments

Applied Behaviour Analysis *(Behaviour Modification)*



Skinner's Box read?



Applied Behaviour Analysis

(Behaviour Modification)



There is little difference between the learning that takes place in humans and that in other animals.

Therefore research (e.g. classical conditioning) can be carried out on animals (Pavlov's dogs) as well as on humans (Little Albert ... [more](#)).

Skinner proposed that the way humans learn behaviour is much the same as the way the rats learned to press a lever.

features

Applied Behaviour Analysis *(Behaviour Modification)*



"No Timmy, we're different from the animals.
We have a purpose in life."

©T. McCracken mchumor.com

' There is little difference between the learning that takes place in humans and that in other animals.'

Applied Behaviour Analysis

(Behaviour Modification)



Skinner coined the term operant conditioning; it means changing behaviour by the use of reinforcement which is given after the desired response.

Skinner identified three types of responses or operants that can follow behaviour.

Applied Behaviour Analysis (Behaviour Modification)



Neutral operants: responses from the environment that neither increase nor decrease the probability of a behaviour being repeated.

Reinforcers: Responses from the environment that increase the probability of a behaviour being repeated. Reinforcers can be either positive or negative.

- *Before heading out for a day at the beach, you slather on sunscreen in order to avoid getting sunburned.*
- *You leave the house early in order to avoid getting stuck in traffic and being late for class.*

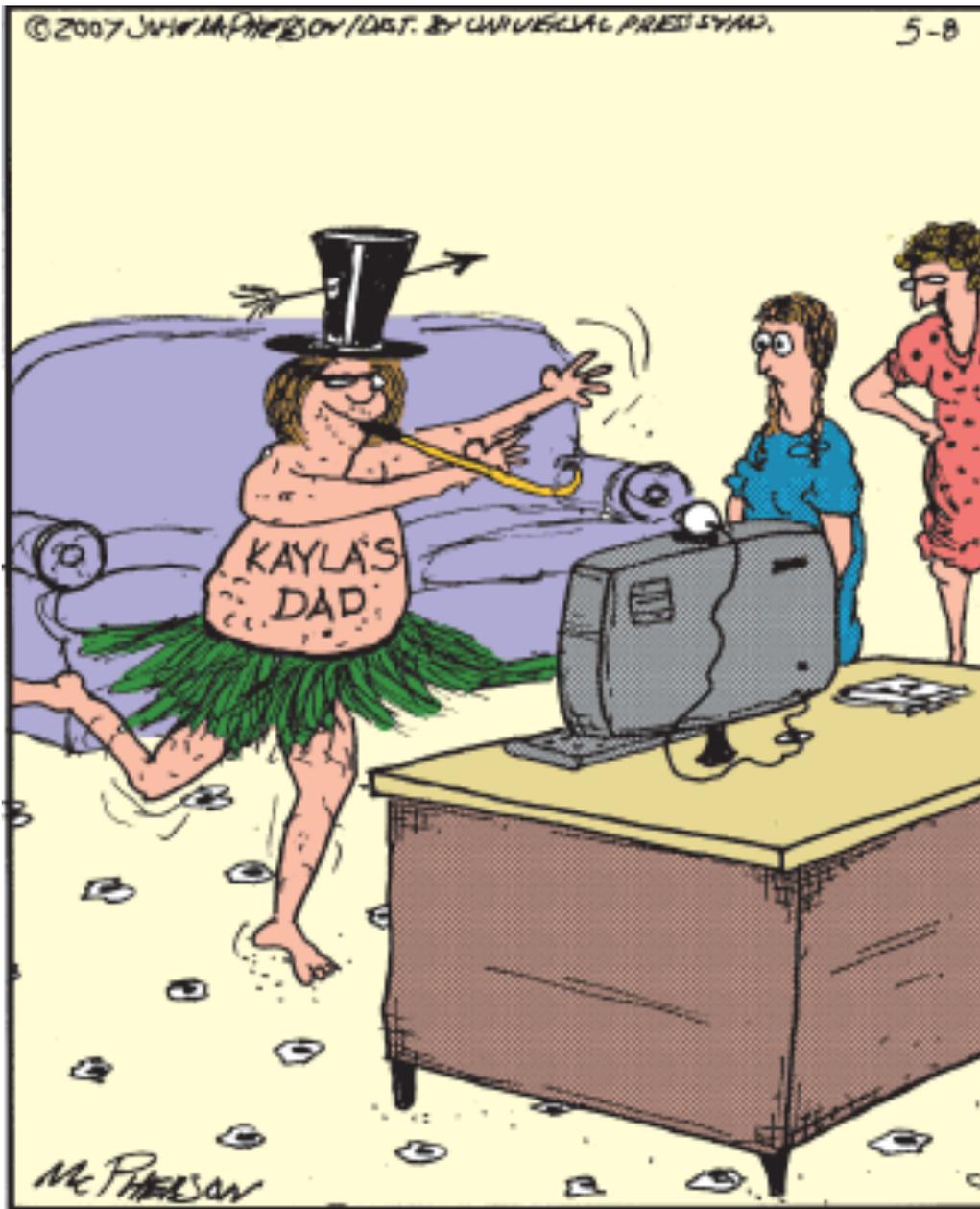
Applied Behaviour Analysis

(Behaviour Modification)



features

	Punishment (discourages behavior)	Reinforcement (encourages behavior)
Positive (adding a stimulus)	adding a stimulus to discourage a behavior	adding a stimulus to encourage a behavior
Negative (removing a stimulus)	removing a stimulus to discourage a behavior	removing a stimulus to encourage a behavior



"So, for every day that your math grade stays below a B, your father will post a video of himself on YouTube."

Punishment

(discourages behavior)

Reinforcement

(encourages behavior)

Positive

(adding a stimulus)

adding a stimulus
to discourage a
behavior

adding a stimulus
to encourage a
behavior

Negative

(removing a stimulus)

removing a
stimulus to
discourage a
behavior

removing a
stimulus to
encourage a
behavior

Which quadrant?

Operant conditioning - Reinforcement

Negative Reinforcement

My mum told me to change my “inappropriate” shorts before we went to dinner.

I said no.

So my dad cut his jeans, and we went to dinner and then mini golf like this.

Daughter of Scott Mackintosh



Applied Behaviour Analysis

(Behaviour Modification)



any classroom using token reinforcements and/or reward/punishment systems

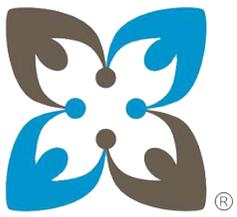
Special Education classrooms

ED/BD units

with students on the Autism spectrum

and

as the basis for the identification of behaviour patterns (*Functional Assessments*) and the development of Individual Education Plans (*IEPs*) across all settings and especially as part of the Positive Behavioural Intervention and Supports (PBIS or PBL)



The Crisis Development Model

Environmental | Skill building | Staff responses

integrated experience

Integration with PBL

All behaviour has a



Form

(used to communicate)

Examples: words, non-verbals, actions

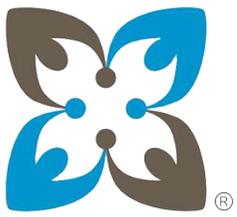
Function

(reason for the behaviour)

Common functions:

- to access/obtain
- to avoid/escape
- to fulfil a sensory need

Functional behavioural assessment



The Crisis Development Model

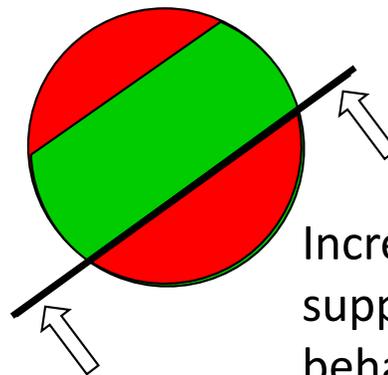
Environmental | Skill building / Staff responses

integrated experience

Integration with PBL

Behaviour interventions need to be matched to the function of the behaviour. The more we increase and support positive behaviour the less we will see the challenging behaviour.

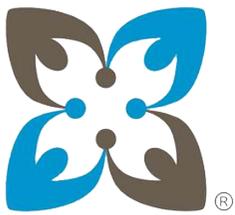
Reduce
challenging
behaviour



Increase &
support positive
behaviour

Functional behavioural assessment

more . . .



The Crisis Development Model

Environmental | Skill building | Staff responses

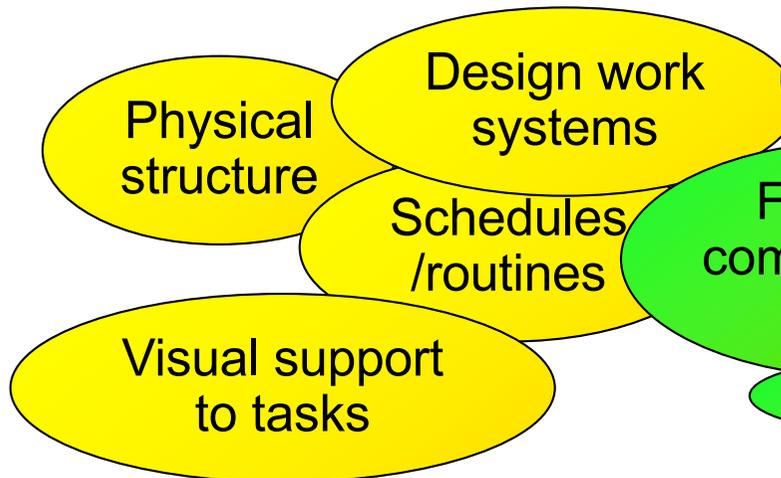
integrated experience

Functional Behaviour Assessment

STEP 4 – Designing a Behaviour Support & Intervention Plan

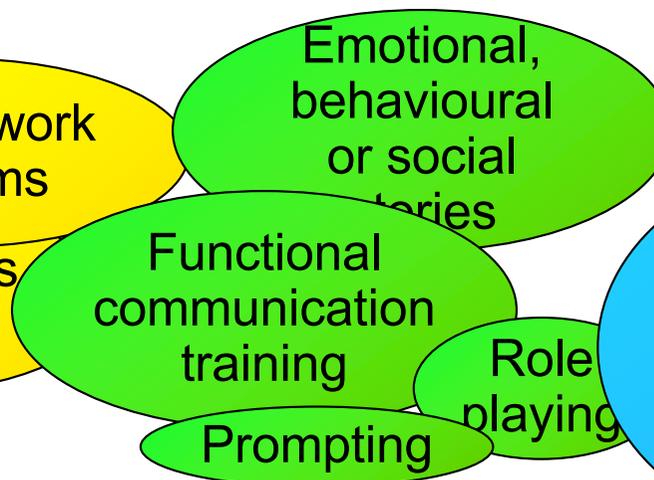
Environmental

How will staff adapt the environment to reduce or eliminate setting events & antecedents?



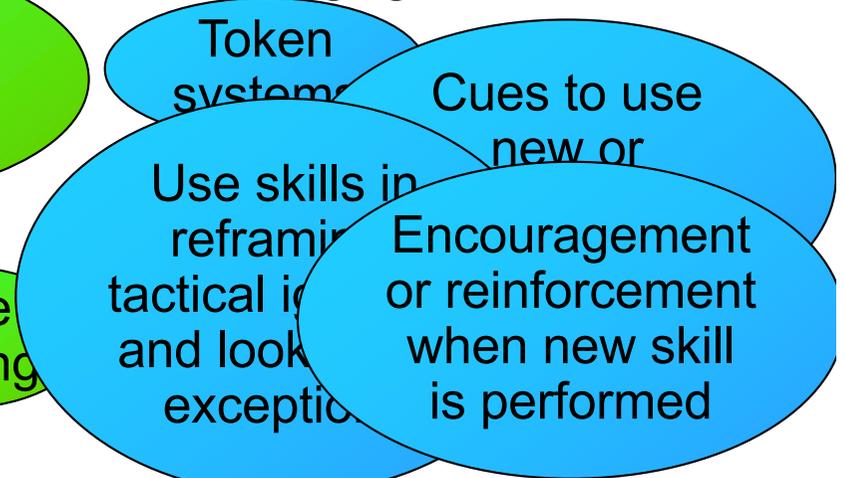
Skill building

What new skills will be taught to replace the challenging behaviour?



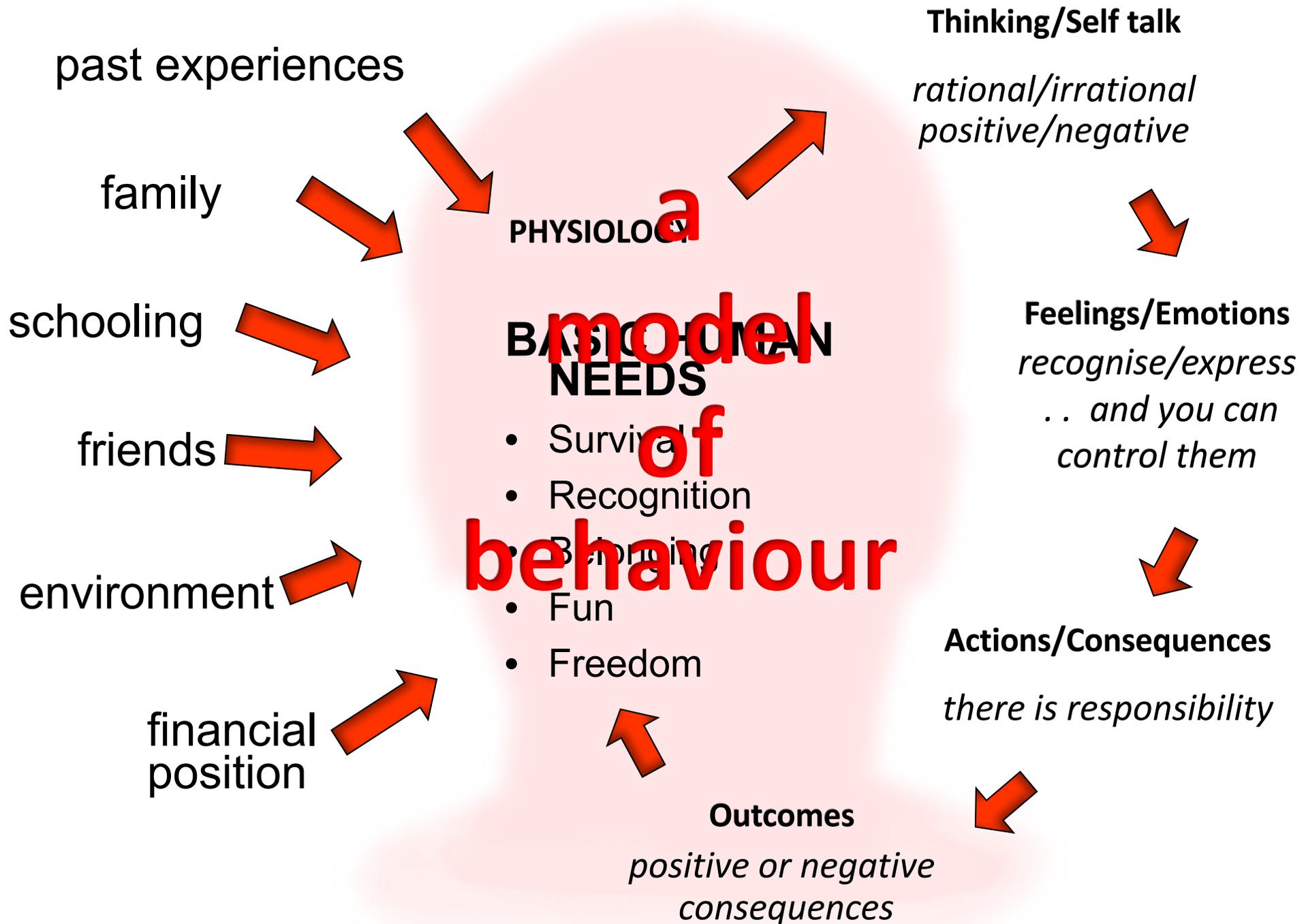
Staff responses

How will staff respond in order to support positive behaviour and reduce the challenging behaviour?



Cognitive – behavioural approach

Rational emotive behaviour therapy (Albert Ellis)

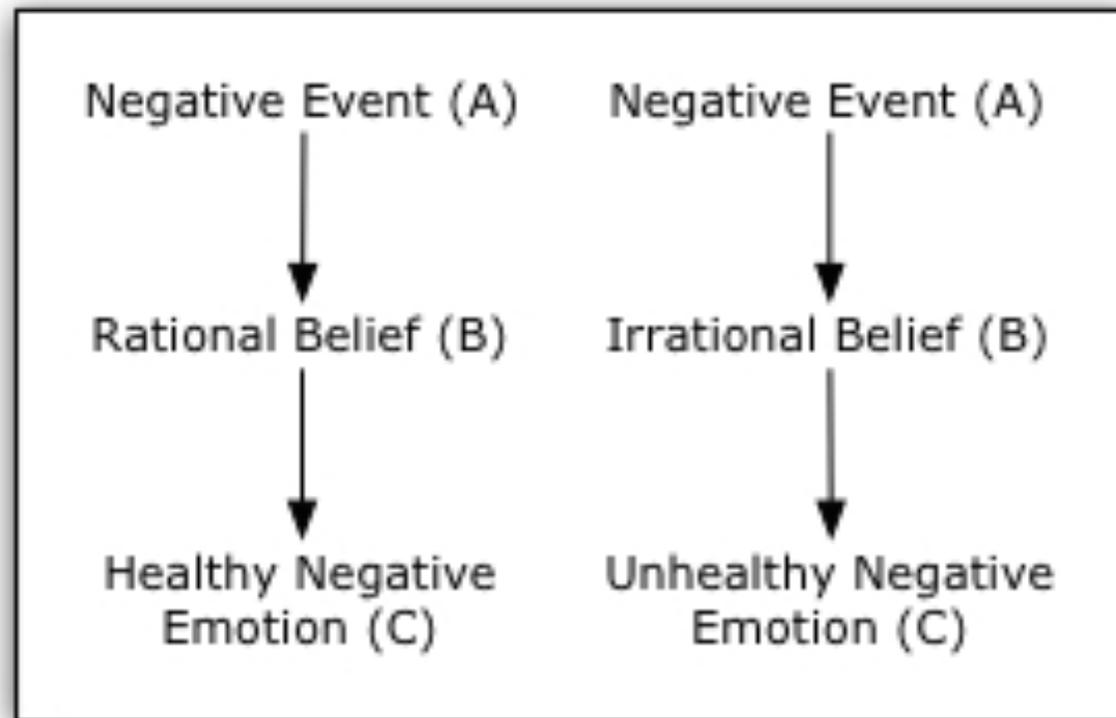


COGNITIVE BEHAVIOURAL APPROACHES



Rational emotive behaviour therapy

Developed by Albert Ellis, REBT looks at the irrational thinking that leads to destructive attitudes and entrenched patterns of behaviour in individuals. This process is called the ABC model.



Ellis talking with Phillip Adams on ABC radio

Source <http://counsellingresource.com/types/rational-emotive/index.html>:

COGNITIVE BEHAVIOURAL APPROACHES



Rational emotive behaviour therapy

REBT also employs three primary insights:

While external events are of undoubted influence, psychological disturbance is largely a matter of personal *choice*.

Individuals consciously or unconsciously *select* both rational beliefs and irrational beliefs at (B) when negative events occur at (A)

COGNITIVE BEHAVIOURAL APPROACHES



Rational emotive behaviour therapy

REBT also employs three primary insights:

While external events are of undoubted influence, psychological disturbance is largely a matter of personal choice.

Individuals
and

Past history and present life conditions strongly *affect* the person, but they do not, in and of themselves, *disturb* the person.

It is the individual's responses which disturb them, and it is again a matter of individual choice whether to maintain the philosophies at (B) which cause disturbance.

COGNITIVE BEHAVIOURAL APPROACHES



Rational emotive behaviour therapy

REBT also employs three primary insights:

While external events are of undoubted influence, psychological disturbance is largely a matter of personal choice.

Individuals and their past history and present life conditions strongly affect the person, but they do not, in and of themselves, disturb the person.

It is true that modifying the beliefs and attitudes at (B) requires persistence and hard work, but it can be done.

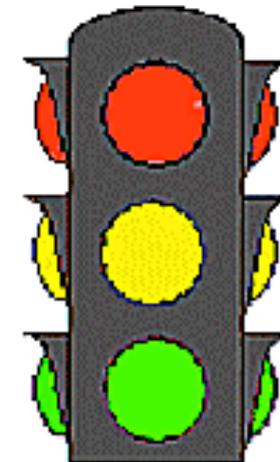
COGNITIVE BEHAVIOURAL APPROACHES

2 Approaches in cognitive restructuring



Talk Sense to Yourself:
A program for children
and adolescents

Jeffrey Wragg



Stop

Think

Do

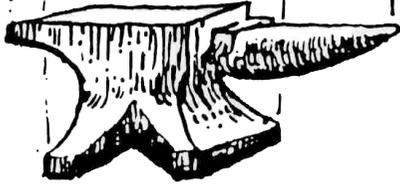
A multi purpose tool for improving
children's social and learning
skills in clinics and schools

Lindy Petersen



Talk sense to yourself

Jeff Wragg



Think consequences

Is it worth it?

What do I need to say to myself?



THINKING

*This is boring
School sux
I didn't do nothing
They always pick on me*



STOP

*Think consequences
Only 10 minutes to recess
It's not worth it*

TALKING TRASH

TALKING SENSE TO YOURSELF

AC *On what am I doing?*



Throw things

Hassling other kids

Talking in class

Talking back to teachers

CONSEQUENCES – What happens?

Sent out



Suspension



Mum gets upset



Detention



Interview with principal

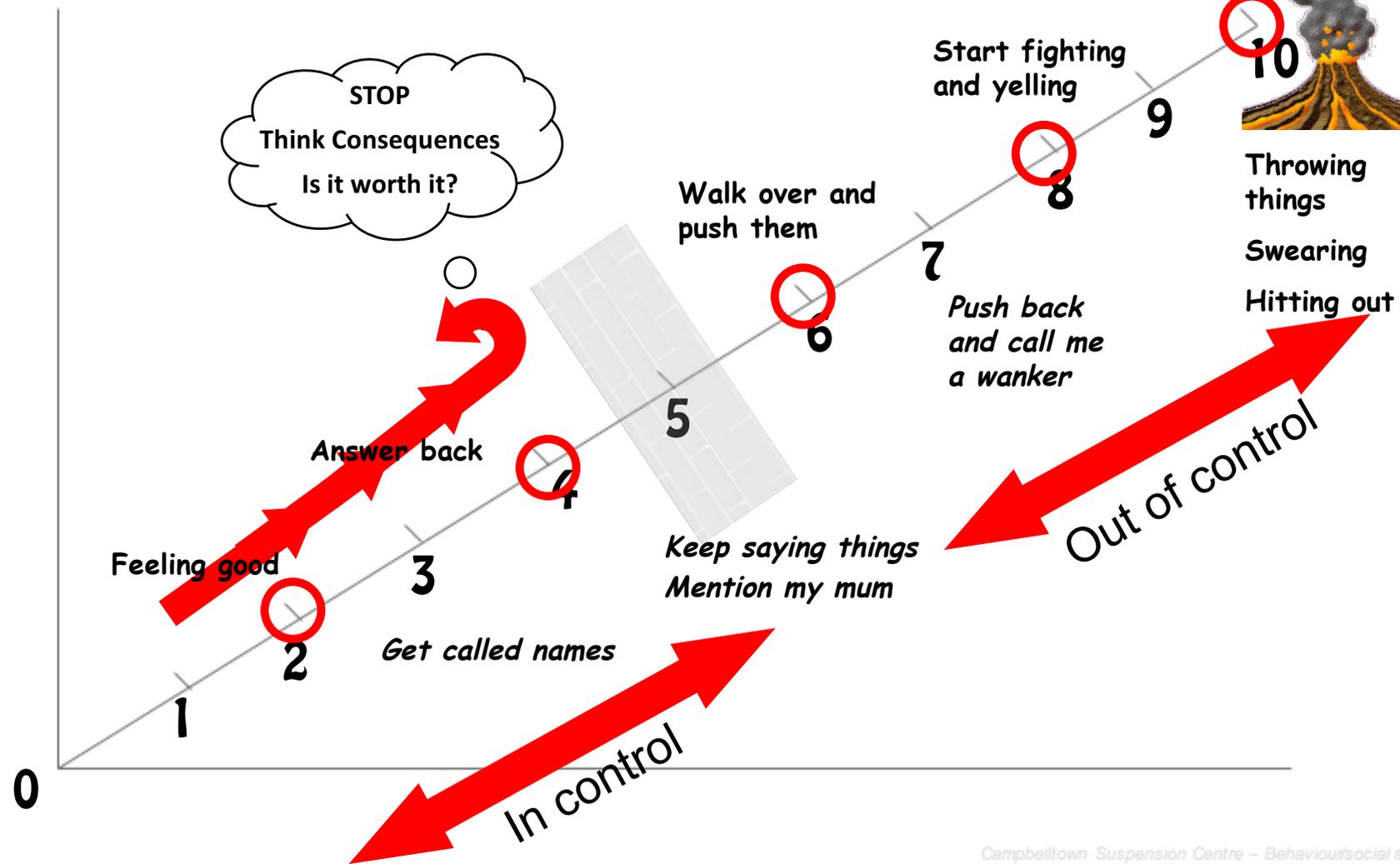


IS IT HELPING ME? IS IT WORTH IT?

YES / NO



Anyone's Emotional Temperature Graph



References

Wragg, J. (1989) *Talk Sense to Yourself. A program for children and adolescents.* ACER: Camberwell, VIC

Boeree, G.C. (2006) *Personality Theories – Albert Ellis.* Website accessed 23/2/2011 at <http://webpace.ship.edu/cgboer/ellis.html>

Petersen, L. & Gannoni, A.F. (1992) *Stop, think. do: Teacher's manual for training social skills while managing student behaviour .* ACER, Hawthorn, Vic.