GRADUATE DIPLOMA IN EDUCATION

EDGD801
Learning and behaviour

Behaviour management strategies

Lecture 6

Theories of change

April 29

Presented by Ray Handley

GRADUATE DIPLOMA IN EDUCATION

This week

Rewards and motivation

3 theories of change

Skills in reflective listening

Some concepts to reflect upon and discuss . . . . .

What are the differences between rewards and recognition
& encouragement and praise

. . . . . . in terms of definition, the language we use,
the actions we take and the results that occur?

Rewards and motivation

Alfie Kohn http://naggum.no/motivation.html (3 of 5)5/07/2005
Studies Find Reward Often No Motivator

An elderly man, harassed by the taunts of neighbourhood children, finally devises a scheme. He offered to pay each child a dollar if they would all return Tuesday and yell their insults again.

They did so eagerly and received the money, but he told them he could only pay 25 cents on Wednesday. When they returned, insulted him again and collected their quarters, he informed them that Thursday's rate would be just a penny. "Forget it," they said – and never taunted him again.

Rewards and motivation

Alfie Kohn http://naggum.no/motivation.html (3 of 5)5/07/2005
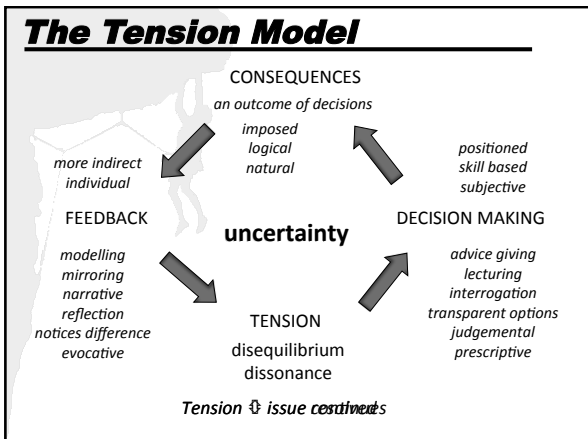*Studies Find Reward Often No Motivator*

In this story, the sly old man successfully turned the kids away from their favourite after-school activity - senior citizen baiting - by first providing incentives, and then gradually diminishing the rewards. What had originally been intrinsically motivated fun became something they were now doing for extrinsic, monetary gain. When the cash stopped, so did they.

The question that begs to be answered here is, "What actually neutralised the children's motivation – the incremental reduction of the prize, or the fact that a prize (any prize) had been introduced at all"

3 explanations of behaviour change

- Stage-based Change -*Diclemente et al*

- Cognitive Dissonance – *Festinger*

- Unfreeze/Refreeze – *Lewins*

The Tension Model

CONSEQUENCES

an outcome of decisions

imposed
logical
natural

positioned
skill based
subjective

more indirect
individual

FEEDBACK

uncertainty

DECISION MAKING

modelling
mirroring
narrative
reflection
notices difference
evocative

advice giving
lecturing
interrogation
transparent options
judgemental
prescriptive

TENSION

disequilibrium
dissonance

Tension ⇕ issue resolved

---

3 **explanations of behaviour change**

Stage-based change

Prochaska and Diclemente 1986

Behaviour Change Spiral

Prochaska and DiClemente developed a transtheoretical model of behavioural change, which proposes that behaviour change occurs in five distinct stages through which people cycle or spiral.

Precontemplation   Preparation   Maintenance

Contemplation   Action

Changing a behaviour has not been considered;
a person might not realise that change is
possible or that it might be of interest to them.

The BehaviourChange spiral from "What do they want us to do now" AFAO 1996

Behaviour Change Spiral

Prochaska and DiClemente developed a transtheoretical model of behavioural change, which proposes that behaviour change occurs in five distinct stages through which people cycle or spiral.

Contemplation
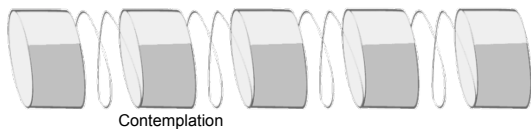
Something happens to prompt the person to start thinking about change - perhaps hearing that someone has made changes — or something else has changed — resulting in the need for further change.

The BehaviourChange spiral from "What do they want us to do now" AFAO 1996

Behaviour Change Spiral

Prochaska and DiClemente developed a transtheoretical model of behavioural change, which proposes that behaviour change occurs in five distinct stages through which people cycle or spiral.
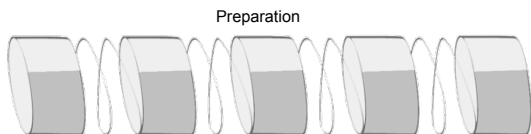
Preparation

Person prepares to undertake the desired change — requires gathering information, finding out how to achieve the change, ascertaining skills necessary, deciding when change should take place — may include talking with others to see how they feel about the likely change, considering impact change will have and who will be affected.

The BehaviourChange spiral from "What do they want us to do now" AFAO 1996

Behaviour Change Spiral

Prochaska and DiClemente developed a transtheoretical model of behavioural change, which proposes that behaviour change occurs in five distinct stages through which people cycle or spiral.
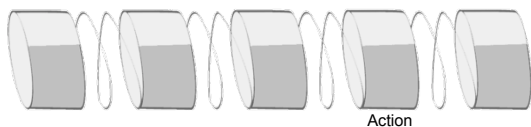
Action

People make changes acting on previous decisions, experience, information, new skills, and motivations for making the change.

The BehaviourChange spiral from "What do they want us to do now" AFAO 1996

Behaviour Change Spiral

Prochaska and DiClemente developed a transtheoretical model of behavioural change, which proposes that behaviour change occurs in five distinct stages through which people cycle or spiral.

Precontemplation   Preparation   Maintenance

Contemplation   Action

Practice required for the new behaviour to be consistently maintained, incorporated into the repertoire of behaviours available to a person at any time.

The BehaviourChange spiral from "What do they want us to do now" AFAO 1996

STAGES OF CHANGE vs INDIVIDUAL FOCUS

Precontemplation	Contemplation	Preparation	Action Maintenance
Haven't got a problem	Got a problem Doing nothing	Got a problem Doing something	Problem solved Moving on

Individualised focus ⟷ Team building/ Cooperation focus

Attitudinal change ⟷ Skills development

Creative thinking ⟷ Mechanistic thinking

STAGES OF CHANGE vs PROGRAM DESIGN

Precontemplation   Contemplation   Preparation   Action   Maintenance

Suspension Programs

Bush Adventure Therapy Programs

Alternative Schools

ED/BD Units

Behaviour Schools

Tutorial Programs

Home Schooling/Distance Ed

Counselling/Anger Management

Visitors   *Clients*

-ve   Readiness to change   +ve

3 **explanations of behaviour change**

Cognitive Dissonance

Festinger 1954

Festinger's Cognitive Dissonance

Principles

Dissonance refers to ~~uncertainty tension challenge~~ volving conflicting attitudes, b~~...~~viours.

This produces a *feeling of discomfort (disequilibrium)* leading to an alteration in one of the attitudes, beliefs or behaviours to reduce the discomfort and restore balance.

http://www.simplypsychology.org/cognitive-dissonance.html

I BELIEVE IN KARMA. THAT MEANS I CAN DO BAD THINGS TO PEOPLE ALL DAY LONG AND I ASSUME THEY DESERVE IT.

Festinger's Cognitive Dissonance

Original research (Part 1)

Dorothy Martin – the *Outer Space Subordinate*. Used *automatic writing* to communicate with *The Guardians* who were aliens from the planet, *Clarion*

The aliens had told Martin that the world would be flooded but that she and her followers, *the Seekers* would be rescued by flyer saucer on Christmas Eve, 1955

DOCTOR WARNS OF DISASTERS IN WORLD TUESDAY

Worst to Come in 1955, He Declares
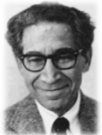
when prophecy fails

When nothing happened Martin received another message saying that the little group, sitting all night long, had spread so much light that God had saved the world from destruction

The group responded by proselytizing with a renewed vigour.

Festinger's Cognitive Dissonance

Original research (Part 2)

According to Festinger, they resolved the intense conflict between reality and prophecy by seeking safety in numbers.

"If more people can be persuaded that the system of belief is correct, then clearly, it must, after all, be correct."

DOCTOR WARNS OF DISASTERS IN WORLD TUESDAY
Worst to Come in 1955, He Declares
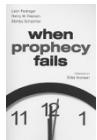
They determined that when people have a strong enough faith in something, they will often do exactly the opposite of what we would expect when their faith is tested. Rather than abandon their beliefs, adverse events often strengthen resolve, and beliefs will adapt to the faith of the followers, rather than diminish.

For the full story go to goo.gl/I3hT4

when prophecy fails

Festinger's Cognitive Dissonance

Principles

Individuals generally seek consistency in their beliefs and opinions.

When there is an inconsistency between beliefs and attitudes or behaviour, this leads to dissonance.
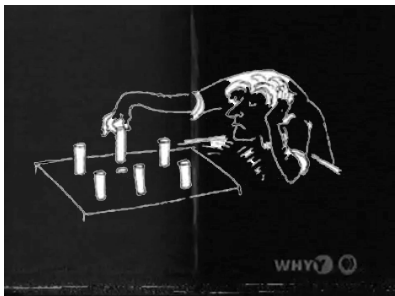
Change occurs to reduce this dissonance

Two factors affect the strength of the dissonance: the number of dissonant beliefs, and the importance attached to each belief.

from Greg Kearsleys *Theory into Practise* database at http://tip.psychology.org/festinge.html

---

Festinger's Cognitive Dissonance

the Stanford experiment

WHY7

Festinger's Cognitive Dissonance

the Stanford experiment

Students were asked to complete a 2 hour repetitive and boring task (turning squares pegs a quarter turn in their holes)

Students were grouped. One group was paid $1 to tell another student that the task was interesting, another group paid $20 for the same job and one group not paid or asked to do anything

Students were then asked to rate the original 2 hour task they completed

The first group rated the original task as significantly more interesting than the other groups.

### Festinger's Cognitive Dissonance

the Stanford experiment

Festinger and Carlsmith predicted that the greater the reward, the smaller the change in the participant's opinion (Festinger & Carlsmith, 1957).

The contradiction between their attitudes to the boring task and their actions (lying) should cause the participants to suffer dissonance.

Participants who received $1 to lie resolved the dissonance between their initial attitudes towards the boring task and their actions by rating the experiment as pleasant.

Participants who received $20 did not experience as much dissonance because the high monetary reward justified their actions. The lack of a strong external reward forced participants in the low reward condition ($1) to change their attitudes in order to relieve the stress caused by the conflict between their attitudes and behaviours (Festinger & Carlsmith, 1957).

---
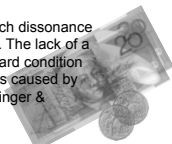
3 explanations of behaviour change

Unfreeze/Refreeze

Lewins

Kurt Lewin - Change Theory

Individuals prefer to maintain patterns of thinking and behaviour consistent with their past experiences. For change take place several stages must occur.

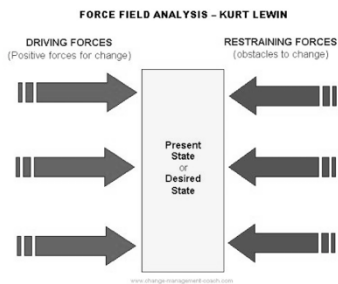|	
Unfreezing *Techniques*	where people are taken from a state of being unready to change to being ready and willing to make the first step.
Transition or change *Techniques*	Change, even at the psychological level, is a journey rather than a simple step and the person may need to go through several stages of misunderstanding before they get to the other side.
Refreezing *Techniques*	where people are moved from being in transition to a stable and productive state.

Kurt Lewin - Change Theory

An issue is held in balance by the interaction of two opposing sets of forces - those seeking to promote change (driving forces) and those attempting to maintain the status quo (restraining forces).

FORCE FIELD ANALYSIS – KURT LEWIN

DRIVING FORCES
(Positive forces for change)

RESTRAINING FORCES
(obstacles to change)

Present State
or
Desired State

www.change-management-coach.com

References

DiClemente, C. ; Norcrosse, J. & Prochaska, J. (1994) *Changing for good: the revolutionary program that explains the six stages of change and teaches you how to free yourself from bad habits*. New York:W. Morrow

Prochaska, J.O. and Di Clemente, C.C. (1986). Towards a comprehensive model of change. In: W.R. Miller and N. Heather (Eds), *Treating addictive behaviours: Processes of change*. NewYork: Plenum Press.

Festinger, L. (1964) *Conflict, Decision and Dissonance*. London: Tavistock

Lewins, K. (1951) Field Theory in Social Science D. Cartwright (ed) New York: Harper.

Reflective or empathic listening skills

Some key principles:

- More listening than talking

- Trying to understand the feelings contained in what the other is saying, not just the facts or ideas.

- Responding with acceptance and empathy, not with indifference, cold objectivity or fake concern.

- Restating and clarifying what the other has said, not asking questions or telling what the listener feels, believes or wants.

- Responding to what is personal rather than to what is impersonal, distant or abstract.

- Sensing of the other's frame of reference while avoiding the temptation to respond from the listener's frame of reference.

An example of these skills from some experts in student behaviour

---
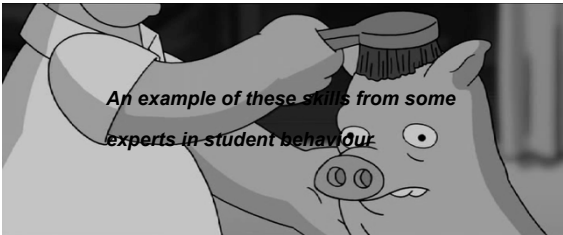
Reflective or empathic listening skills

A simple script:

Intro
- What happened?
- Can you tell me what happened?

Reflective listening
- You feel angry when . . . .
- So you are angry/frustrated/disappointed that . . . .
- You think it is unfair when . . . .
- It seems like you are being picked on . . .

Influential summary
- So let me see if I have it right. So you are angry that . . . . . . and frustrated with . . . . And when this happens (the issue in your words from what you have understood . . while listening to the other person) . .

Ways to create Unfreezing

back

Burning platform	Expose or create a crisis.
Challenge	Inspire them to achieve remarkable things.
Command	Just tell them to move!
Evidence	Cold, hard data is difficult to ignore.
Destabilising	Shaking people of their comfort zone.
Education	Teach them to change.
Management by Objectives (MBO)	Tell people what to do, but not how.
Restructuring	Redesign the organisation to force behaviour change.
Rites of passage	Hold a wake to help let go of the past.
Setting goals	Give them a formal objective.
Visioning	Done well, visions work to create change.
Whole-system Planning	Everyone planning together.

from http://www.changingminds.org/disciplines/change_management/lewin_change/lewin_change.htm

Ways to maintain Change

back

Boiling the frog	Incremental changes may well not be noticed.
Challenge	Inspire them to achieve remarkable things.
Coaching	Psychological support for executives.
Command	Tell them what to do.
Education	Teach them, one step at a time.
Facilitation	Use a facilitator to guide team meetings.
First steps	Make it easy to get going.
Involvement	Give them an important role.
Management by Objectives (MBO)	Tell people what to do, but not how.
Open Space	People talking about what concerns them.
Re-education	Train your people in new knowledge/skills.
Restructuring	Redesign the organisation to force behaviour change.
Shift-and-sync	Change a bit then pause to restabilise.
Spill and fill	Incremental movement to a new organisation.
Stepwise change	Break things down into smaller packages.
Whole-system Planning	Everyone planning together.

Ways to develop Refreezing

Burning bridges	*Ensure there is no way back.*
Evidence stream	*Show them time and again that the change is real.*
Golden handcuffs	*Put rewards in their middle-term future.*
Institutionalisation	*Building change into the formal systems and structures.*
New challenge	*Get them looking to the future.*
Reward alignment	*Align rewards with desired behaviours.*
Rites of passage	*Use formal rituals to confirm change.*
Socialising	*Build it into the social fabric.*

from http://www.changingminds.org/disciplines/change_management/lewin_change/lewin_change.htm