

GRADUATE DIPLOMA IN EDUCATION

EDGD801
Learning and behaviour

Behaviour management strategies

Lecture 8
Applied Behaviour Analysis and
Cognitive behavioural approaches
May 12

Presented by Ray Handley

GRADUATE DIPLOMA IN EDUCATION

This week

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

**Cognitive behavioural therapy (CBT)
Applied Behaviour Analysis (ABA)**


*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.*

environment

thinking


2 models of behaviour change

Some examples from sport



Deconstruct, observe,
analyse, correct, practice

Applied Behaviour Analysis




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

Cognitive Behaviour Therapy

features

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.

from: <http://www.simplypsychology.org/blueyonder.co.uk/operant-conditioning.html>


features

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.



from: <http://www.simplypsychology.org/blueyonder.co.uk/operant-conditioning.html>

features


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.

from: <http://www.simplypsychology.pwp.blueyonder.co.uk/operant-conditioning.html>

features

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.

from: <http://www.simplypsychology.pwp.blueyonder.co.uk/operant-conditioning.html>

features

Applied Behaviour Analysis
(Behaviour Modification) 

MCHUMOR.com by T. McCracken




"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.'

features

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.

from: <http://www.simplypsychology.org/blueyonder.co.uk/operant-conditioning.html>

features

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.*


from: <http://www.simplypsychology.org/blueyonder.co.uk/operant-conditioning.html>

experiments

Applied Behaviour Analysis
(Behaviour Modification)




Skinner's crow read?



applications

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.

Functional behavioral assessment is

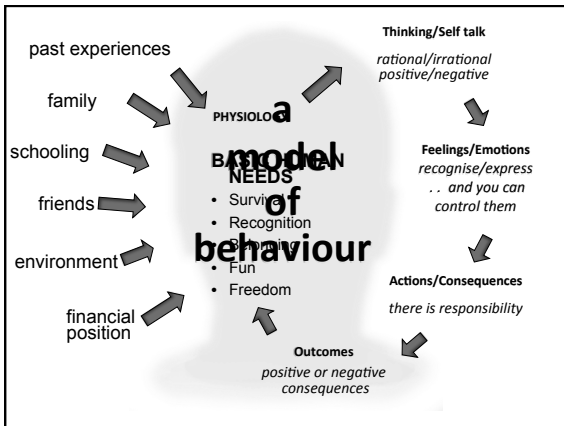
- * a process of looking for patterns in what happens around and/or to the student just before and just after the problem behaviour
- * an examination of these patterns to identify their purpose or their "function" some possible functions are: avoiding something, getting something, and making something happen
- * a creative problem solving to enable the student to achieve the same purpose in a more appropriate or more acceptable way

From: <http://www.teach-nology.com/tutorials/teaching/fba/>

Functional behavioral assessment is NOT. . . .

- * the first technique a teacher uses when a pupil misbehaves
- * a quick fix
- * a do-it-yourself technique - it takes collaboration

From: <http://www.teach-nology.com/tutorials/teaching/fba/>



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.

Negative Event (A)	Negative Event (A)
↓	↓
Rational Belief (B)	Irrational Belief (B)
↓	↓
Healthy Negative Emotion (C)	Unhealthy Negative Emotion (C)

Ellis talking with Philip 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.

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.

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

Modifying the beliefs and attitudes at (B) requires persistence and hard work, but it can be done.

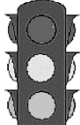
COGNITIVE BEHAVIOURAL APPROACHES

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

STOP

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*

THROWING TRASH

TALKING SENSE TO YOURSELF

hard

AC... I doing?

Talking in class

Talking back to teachers

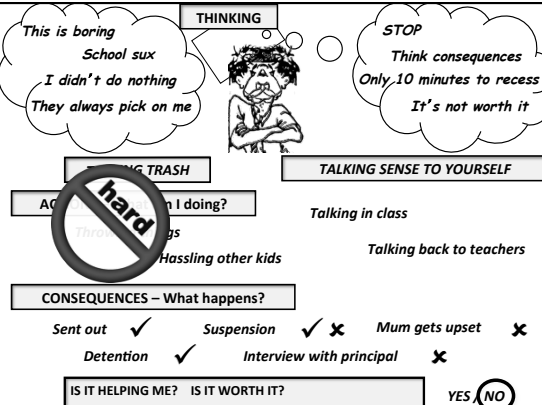
Hassling other kids

CONSEQUENCES – What happens?

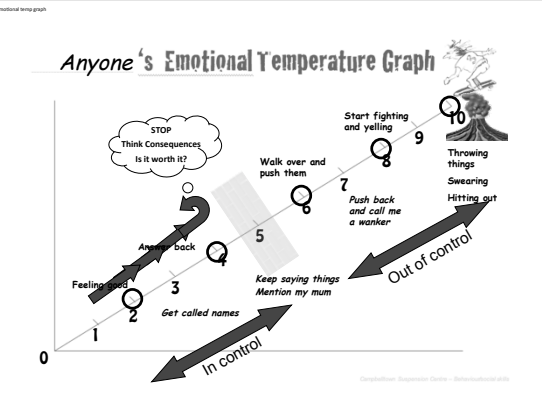
Sent out ✓ Suspension ✓ X Mum gets upset X

Detention ✓ Interview with principal X

IS IT HELPING ME? IS IT WORTH IT? YES **NO**



Anyone's Emotional Temperature Graph



0 1 2 3 4 5 6 7 8 9 10

In control (0-5) **Out of control** (5-10)

1: Feeling sad

2: Get called names

3: Answer back

4: Keep saying things / Mention my mum

5: Walk over and push them

6: Push back and call me a wanker

7: Start fighting and yelling

8: Throwing things

9: Swearing

10: Hitting out

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.
