



Behavioural approaches

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01

Learning Objective

Introduce the types of behavioral approaches and experience some examples of activities or strategies that can be used.



02

Environmental Behaviorism



Definition

- Environmental conditioning is a consideration of how behavior is affected by environmental
- Factors such as classroom setting, aspects of teaching and learning, and peer interaction/relationships

Behavioral Perspective

Personality is the result of an individual's interactions with their environment:

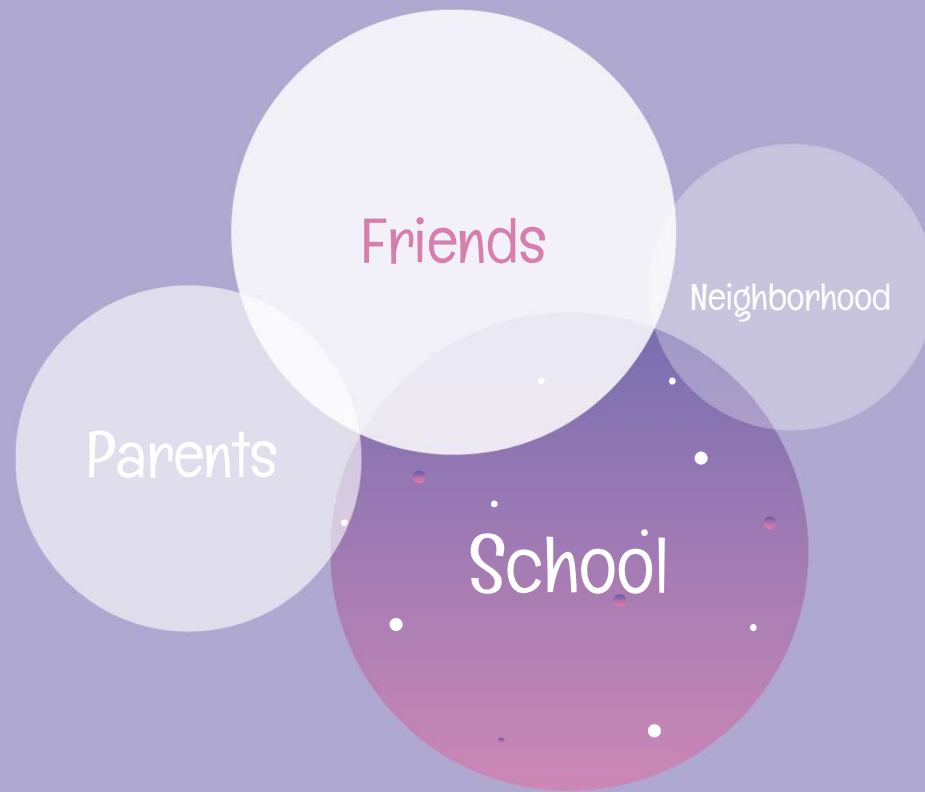
Traumatic life experiences

Lessons from parents and teachers

Lessons from media

Relationships

Everything contributes to the way we behave



What makes you unique?

Two ways of conditioning: Which shape our personality

1. Classical Conditioning
2. Operant Conditioning



- Ivan Pavlov (1897) thought of the classical dog conditioning
- Whenever they heard the click click click the dog cognitively connected it with food (something positive)

Classical Conditioning

Before Conditioning



During Conditioning



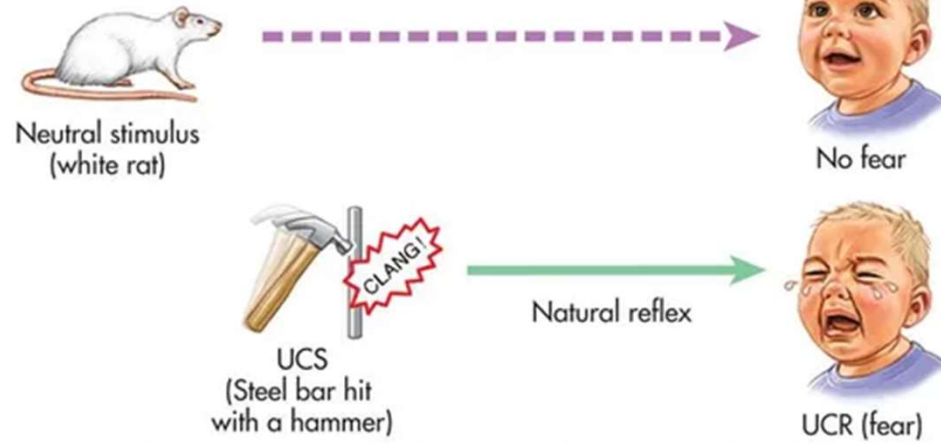
After Conditioning



- John B. Watson and Rayner (1920) conducted the Albert study where he exposed Albert a little boy with a white rat in different settings.
- Whenever he showed the white rat he made a loud scary noise
- After a while the boy was conditioned with fear whenever he saw that rat
- Albert associated his fear with the color white

Classical Conditioning

Before Conditioning:



During Conditioning:



After Conditioning:





Operant Conditioning

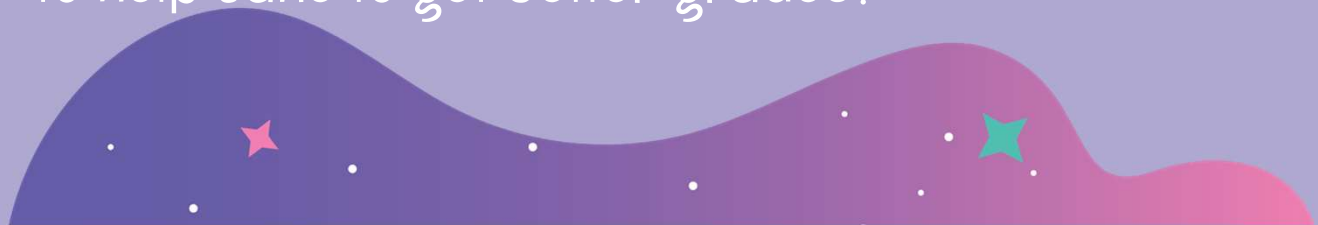
- B.F Skinner 1938: better predict who someone will behave by using rewards and punishment will lead to changing their behavior
- Skinner believes that the un- present mind seeks pleasure in any way possible
 - Reward-> Pleasure / Punishment -> pain
- Change persons behavior by using a series of rewards and punishments



4 ways to encourage by Skinner

Activity

- Jane is a student in 5th grade, and she loses focus often during class
- She is easily distracted by her best friend Lola who is a GNT student and gets bored because she is not challenged but still gets high grades.
- Jane is falling behind, and her parents are concerned about her grades. How can we use Operant conditioning to help Jane to get better grades?



Ideas

- Positive Reinforcement: give candy for a good grade, more playtime, time with the class pat ...
- Negative reinforcement: attend afterschool classes until she gets a 'B' or higher, stay in for break time...
- Positive Punishment: clean up playground, clean up classroom, wipe tables
- Negative Punishment: Change partners



03

Cognitive Behaviourism



Cognitive Behaviorism

focuses on teaching students the value of positive behavior rather than just teaching the behavior itself.

- ❖ Works to improve thinking skills and communication
- ❖ Aims to develop INTRINSIC motivation, SELF-regulation and evaluation of behavior
- ❖ Contrasts "pure"/environmental behaviorism: stresses that the child is controlled by him/herself not the environment and thought processes lead to behavior



How does that affect behavioral approaches?

Child is the locus
of control



Assessment &
Interventions should be
CHILD-CENTERED



Self-reflection is key
to altering cognitive
processes



Thought & reflection is the
most effective approach to
intervention



Cognitive Behavior
Modifications (CBM)



Cognitive Behavior
Interventions (CBI)



CBM/CBI Resources:

[Curricula for Primary Schools](#)

[Example Toolkit](#)

[Example Lesson Plan](#)

Cognitive Behavior Modification/Interventions (CBM/CBI)

- ❖ Focuses on teaching students how to be in control of their own behavior by changing their thought processes and self-talk
- ❖ Can help students control their OWN behavior instead of attempting to control behavior with only external reinforcements
- ❖ Teaches the use of inner-speech to modify their underlying thinking which affects the way they behave
- ❖ Inner-speech/self-talk is talking to oneself to solve a problem or guide behavior
- ❖ Cognitive strategies help learn HOW to think rather than WHAT to think (Cognitive Behavior Therapy – CBT)
- ❖ Can strengthen pro-social behavior and decrease maladaptive behavior such as: hyperactivity, impulsivity, disruption, and aggression

STRATEGIES

Self-Monitoring



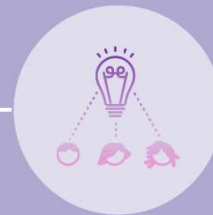
Process of involving students with measuring and comparing their own behavior.

Peer-Monitoring



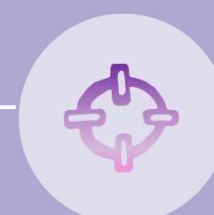
Process that teaches students to monitor one another's behavior and to provide positive reinforcement when desired behaviors are observed.

Class-Wide Peer Assisted Management Program



Self-management program based on the idea of whole-class involvement using peer teams.

Contingency Management



One form of class-wide behavioral intervention where positive reinforcement is provided to students who display desired target behaviors.

[Additional Resources](#)

Self-Monitoring

- ❖ Shifts the responsibility of monitoring from the teacher to the student
- ❖ Allows for greater independence and more time for instruction
- ❖ Actively involves the student
- ❖ Increases self-awareness
- ❖ Most effective when combined with positive reinforcement
- ❖ Resource: [Self-Monitoring Cards](#)

Peer-Monitoring

- ❖ Shifts the responsibility of monitoring from the teacher to the students
- ❖ Allows teacher more freedom to manage the whole class
- ❖ Can be used with an entire classroom or across a whole school
- ❖ Supports positive peer relationships or student/adult relationships
- ❖ Focuses on pro-social behaviors
- ❖ Resource: [Recognition Notes](#)

Class-Wide Peer Assisted Management Program

- ❖ Involves direct teacher instruction of self-management, social skills, and self-monitoring
- ❖ Includes a positive reinforcement system
- ❖ Shifts the responsibility of monitoring and classroom management to the whole class
- ❖ Beneficial to all students in the classroom
- ❖ Low-effort strategy (requires two classes of instructional time to start)
- ❖ Resource: [Lesson Plans & Monitoring Cards](#)

CBT ACTIVITY PT. 1



CBT ACTIVITY PT. 1



CBT ACTIVITY PT. 2



I know I am angry/ other emotion

1



I calm down

2



I think about the cause

3



I think about what I could do

4



I try a solution

5

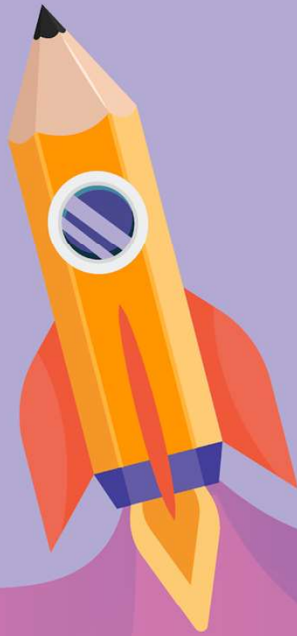


I think about how it turned out

6

Scenario: Mary was standing in line for lunch when Brian cut in front of her.

- ❖ How do you think Mary feels?
- ❖ Do you think there is a problem here?
- ❖ Why or why not?
- ❖ Do you think you would feel the same way Mary did?
- ❖ Why or why not?
- ❖ What do you think Mary did after Brian cut in front of her?
- ❖ Would you do the same as Mary?
- ❖ Why or why not?



04 Humanism behaviourism

DEFINITION

**Characterised by consideration of
values and how people function**

Development of the whole student

**Development of the students self-
concept**



Maslow

Abraham Maslow was an American psychologist, who was best known for proposing a hierarchy of human needs in motivating behaviour



Full potential is the ultimate goal of each individual

Rogers

**Carl Rogers was
a humanistic
psychologist.**

**For a person to "grow",
they need an environment
that provides them with
genuineness, acceptance
and empathy.**



Open to experience



Existential living



Trust feelings



Creativity



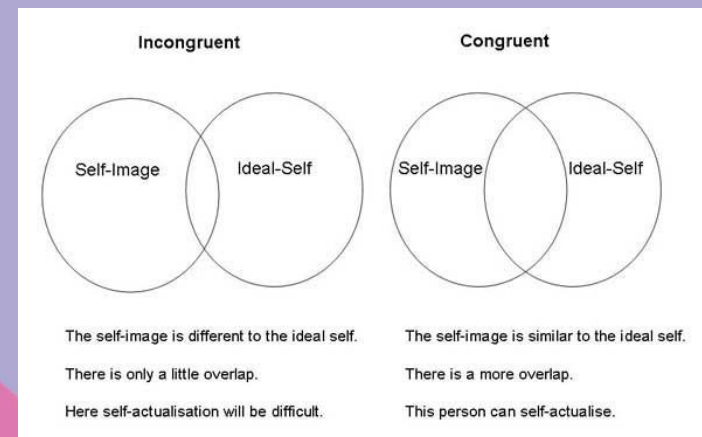
Fulfilled life

Rogers

How we think about ourselves, our feelings of self-worth are of fundamental importance both to psychological health and to the likelihood that we can achieve goals and ambitions in life and achieve self-actualization



Rogers believed that for a person to achieve self-actualization they must be in a state of congruence.



Principles

Principles that lead to self-actualisation

Student Choice



Engagement



Self-evaluation



Feelings and knowledge



Safe learning environment



The role of the teacher

Teachers and students have specific roles for success

**Provide
motivation**

**Provide
choices**

**Teaching
learning skills**

**Create
opportunities**

Practices

Incorporate humanistic theory into their classroom by:



Prepare



Collaborate



Connect



Evaluating



Co-planning

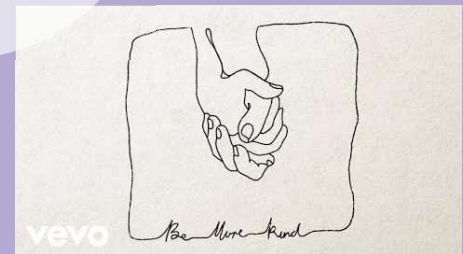
Activity

While listening to the song "Be More Kind" by Frank Turner, you can choose from the following activities:

Express your
self-image/ideal-self

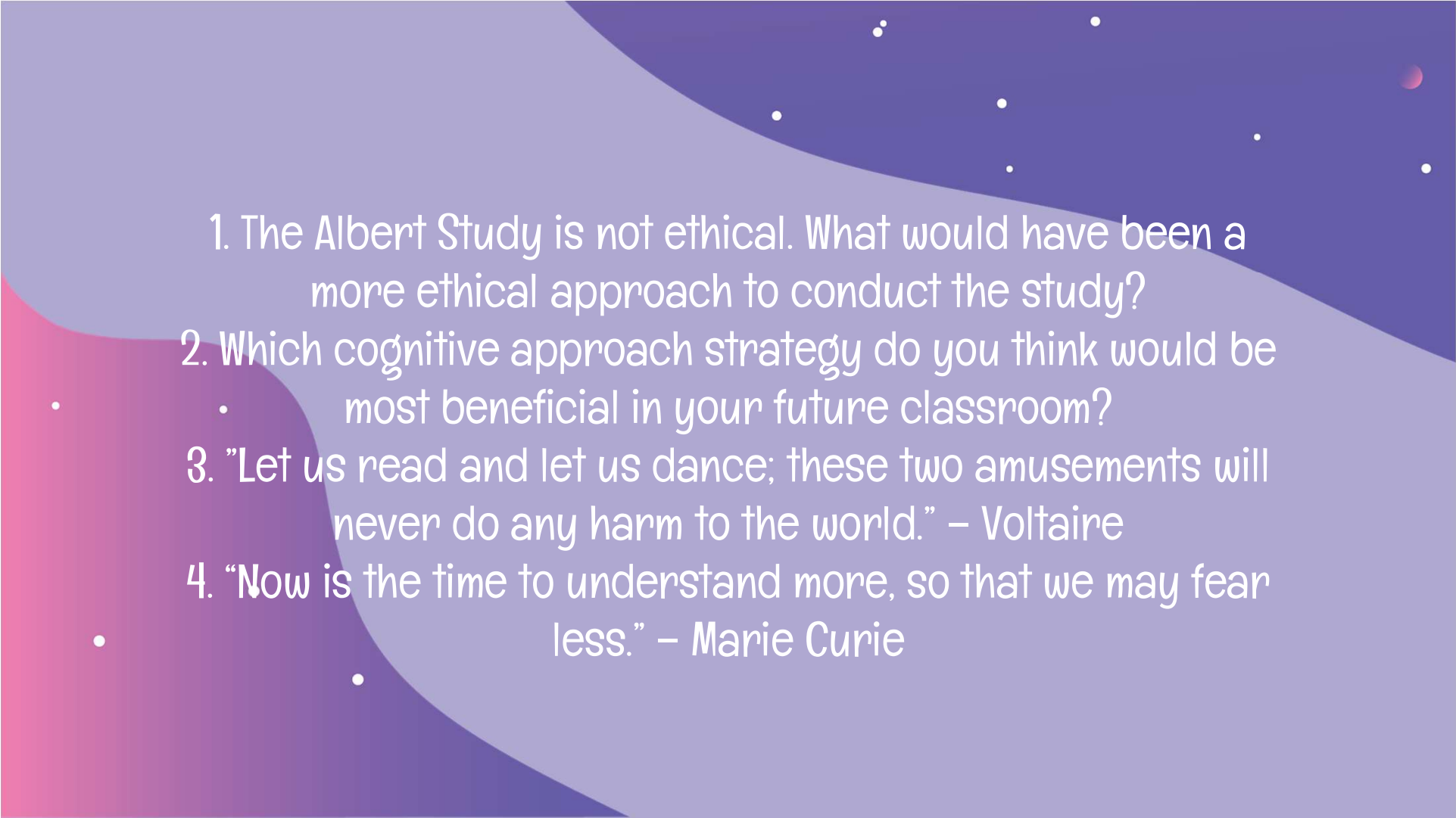
Express how you would use
the hierarchy of Maslow in
your future classroom

Express how you would
implement the principles
(that lead to self-
actualisation) in your
future classroom



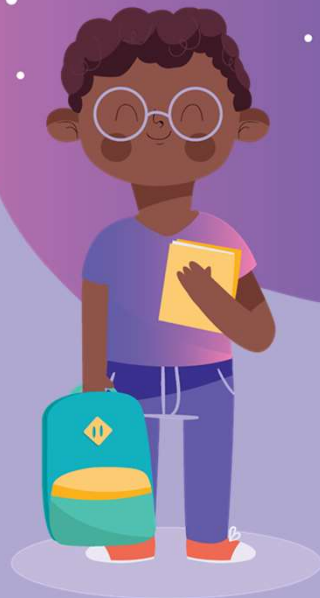
05 Discussion



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1. The Albert Study is not ethical. What would have been a more ethical approach to conduct the study?
 2. Which cognitive approach strategy do you think would be most beneficial in your future classroom?
 3. "Let us read and let us dance; these two amusements will never do any harm to the world." – Voltaire
 4. "Now is the time to understand more, so that we may fear less." – Marie Curie

06

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