

Texas Behavior Support Conference 2016

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### Individual and Small Group Cognitive/Behavior Support Strategies

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### Description

- This session will use the social information processing (SIP) framework to assist educators in selecting and implementing individual and small group interventions. Participants will be a) provided a brief overview of the SIP framework, b) provided resources and an intervention selection strategy, and c) be taught two ready to implement strategies. (plus much more)

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### We also will cover/discuss

- Motivation
- Self- efficacy
- Readiness
  
- Discuss/ask questions/share-pair/reflect
- My favorite Quote-“ if all you have is a hammer than every problem is a nail”
- Set 3 learning Goals

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## Underlying Issues

- Theoretical Framework –used to explain and study (and address) complex human behavior (i.e., behaviorism)-some limitations, integrated models
- Affective, Behavior, Cognition (ABC)
- Environments/Contexts (environmental structuring)
- Executive function, self-regulation, attention, individual cognitive deficits
- Multiple, Individual Approaches (Behaviorism)
- Traditional/Punitive Approaches to Problem Solving Approach
- Teacher behavior/Student behavior/Environment

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## Social Cognitive Theory/Approaches

- "SCT emphasizes *personal agency*: the ability of humans to use symbols for communication, to anticipate future events, to learn from observation or vicarious experience, to evaluate and regulate themselves, and to be reflectively self-conscious." p. 81 (Kauffman)
- SIP: Problem solving strategy (Dodge/Aggression)

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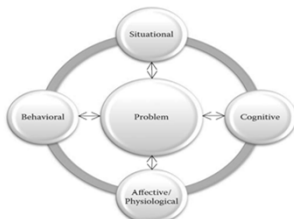


Figure 1.1 Multidirectional model of CBT. © 2010 R. W. Christner & R. B. Mennuti.

<http://www.routledgejournalhealth.com/9780415807401>

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## Teenage Brain



- Frontal lobe—self-control, judgment, emotional regulation; restructured in teen years
- Corpus callosum—intelligence, consciousness and self-awareness; reaches full maturity in 20's
- Parietal lobes—integrate auditory, visual, and tactile signals; immature until age 16
- Temporal lobes—emotional maturity; still developing after age 16

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## Prefrontal Cortex (Still under Development) Behavioral and Cognitive Functions

- Controlling impulses
- Inhibiting inappropriate behavior
- Initiating appropriate behavior
- Shifting / adjusting behavior when situations change
- Providing a temporary mental workspace for working memory
- Organizing things
- Forming strategies and planning behavior
- Setting priorities among tasks and goals
- Making decisions
- Empathy
- Sensitivity to feedback (reward and punishment)
- Insight

Source: Weinberger, Elvevag, & Giedd (2005).

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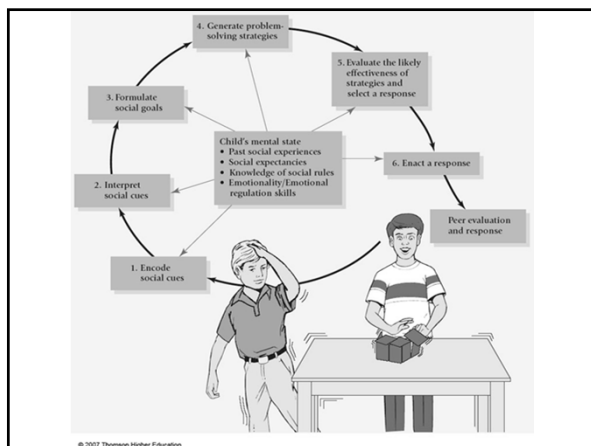
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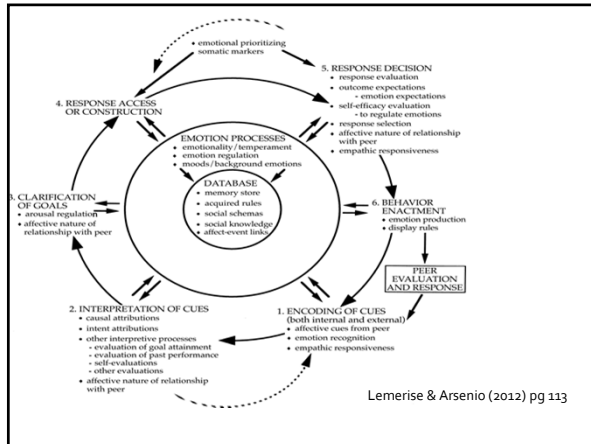
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## Cognitive Distortions

- **Table 1.1** Common Cognitive Distortions Encountered in Therapy with Students in Educational Settings
- 1. **Dichotomous thinking**—The student views a situation in only two categories rather than on a continuum. The world is either black or white with no shades of gray. For example, "I'm either a good student or a failure."
- 2. **Overgeneralization**—The student views a current event as being characteristic of life in general, instead of one situation among many. For example, "Because I failed that science test, I'll never graduate or make it in college."

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- 3. **Mind reading**—The student believes he or she knows what others are thinking about him or her without any evidence. For example, "I just know that Mr. P. is angry with me."
- 4. **Emotional reasoning**—The student assumes that his or her feelings or emotional reactions reflect the true situation. For example, "I feel like no one likes me, so no one likes me."
- 5. **Disqualifying the positive**—The student discounts positive experiences that conflict with his or her negative views. For example, "I only did well on those quizzes because Mrs. Jones helped me and I got lucky."

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### Cognitive Distortions vs Deficiencies

- 6. **Catastrophizing**—The student predicts that future situations will be negative and treats them as intolerable catastrophes. For example, "I better not even try the assignment because I might screw it up, and that would be awful."
- 7. **Personalization**—The student assumes that he or she is the cause of negative circumstances. For example, "My teacher didn't smile at me this morning. I must have failed that test and made her unhappy."
- 8. **Should/Must statements**—The student uses *should* or *must* to describe how he or she or others are to behave or act. For example, "I must always get A's, and I should never make mistakes."

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- 9. **Comparing**—The student compares his or her performance to others who are higher performing or older. For example, "Compared to my older brother, my work looks like"
  - 10. **Selective abstraction**—The student focuses attention to one detail (usually negative), and ignores other relevant aspects. For example, "My teacher gave me an unsatisfactory on the last assignment, so this means I'm one of his worst students."
  - 11. **Labeling**—The student attaches a global label to describe him or herself rather than looking at behaviors and actions. For example, "I'm a loser" rather than "I played poorly in last night's game."
- (Material developed and presented by Christner & Stewart-Allen, 2004).

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**Rosemary B. Mennuti, Ray W. Christner,  
Arthur Freeman(p.12)**

"In school settings, when a student has a problem, no matter if it is academic or behavioral, many automatically assume that the student is ready and motivated to make the necessary change. Consequently, plans that require "action" for success **are often developed and implemented and then fail because the student is neither ready nor motivated.** To serve children and adolescents better, we advocate for school-based clinicians to begin matching interventions to the child's "stage of change.""

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**Change Process** Table 1.2 Stages of Change with Students

- **Readiness to Change**
- **Precontemplation** The student is not entertaining thoughts of change or is just beginning to consider the possibility of change.
- **Contemplation** The student is aware a problem exists and is directly and actively considering change, though has not acted on the thoughts.
- **Preparation for Action** The student is thinking about change and intending to take action.
- **Action** The student is ready to act and engages in activities aimed at change.
- **Maintenance** The student learns skills to self-monitor progress, to consolidate gains, and to avoid slipping back.
- **Relapse** The student returns to previous maladaptive behaviors or ways of managing problems.

<http://www.ccsf.edu/departmentofhealth.com/officeofbehavioralhealth/> Cognitive-Behavioral Interventions in Educational Settings (Minnitt, Christine, & Freeman, 2012)

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**Strategies**

- Multi-Modal FBA, 1
- Tucker
- High School
- Strong Kids 7.1, 7.2, 7.3, 7.4, 7.5, 7.6
- PATHS
- Goal Setting (Note to self-Go to slides)pg 13, 14, 15
- Check-in Check-out; 1, 2
- Self-Management (contracts), Resource
- Assess/Monitor Progress

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**Strategies**

- Social Skills Middle School
- Programs
- Social Autopsy, Worksheet

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### Self-Determination

- "acting as the primary causal agent in one's life free from undue external influence or interference"

Wehmeyer, (1996)

-taking care of yourself, being own parent, independent.

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### Self-Determination (Teachable skills)

- Choice making.
- Decision making.
- Problem-solving.
- Independent living (risk taking and safety skills).
- Goal setting and attainment.
- Self-observation, evaluation, and reinforcement.
- Self-instruction, self-understanding, self-advocacy, and leadership.
- Positive self-efficacy and outcome expectancy.
- Internal locus of control.
- Self-awareness. (Wood et al., 2004)

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### Factors Goals

- Goal Importance/Difficulty
- Goal Framing
- Goal Commitment
- Self-efficacy beliefs:
  - Malleable vs fixed

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### Goal Importance/Difficulty

- Must be meaningful to the individual.
- High goals lead to greater effort and/or persistence (Lathem and Locke, 2006).

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### Goal Framing

- Negative Goals lead to much more anxiety
- It's easier to "do" than to "not do," replacement behavior. (fair-pair).

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### Self-Efficacy (Sources)

- Def. The judgment individuals make about their ability to succeed on a specific task or set of related tasks (Margolis & McCabe, 2006)
- 1. Enactive Mastery: experience success at performing at least portions of a task (short-term goal, very important)
- 2. Verbal persuasion: increases self efficacy when individuals are encouraged, by people they respect, regarding their capacity to learn and perform effectively.

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### Self-Efficacy (Sources)

- 3. Vicarious experiences: others, role modeling
- 4. Psychological state: safety net, realistic goals, reduce fear and anxiety.

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### Goal Commitment Scale

- Rate your Goals
- 1- It's hard to take this goal seriously.
  - 2- Quite frankly, I don't care if I achieve this goal or not.
  - 3- I am strongly committed to pursuing this goal.
  - 4- It wouldn't take much to make me abandon this goal.
  - 5- I think this is a good goal to shoot for.
- Developed by Klein Wesson, Hollenbeck, Wright, & DeShon (2001)

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