



▼ Social Information Processing to Help Explain Behavior

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Description

- This session will use social information processing (SIP) to help understand and explain student behavior. Participants will gain insight into student behavior and develop social skills lessons. This information is also useful for conducting functional behavior assessments (FBAs), identifying antecedents, and creating proactive strategies.

Topics:

Understanding What is “Underneath” Behavior



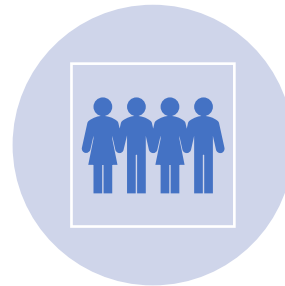
Executive Function (EF)



What is Social
Information Processing
(SIP)?



What are “thinking”
errors?



Social Skills

Executive Function

- Executive function is a **set of mental skills that include working memory, flexible thinking, and self-control**. We use these skills every day to learn, work, and manage daily life. Trouble with executive function can make it hard to focus, follow directions, and handle emotions, among other things.
- The three areas of executive function are working memory, flexible thinking, and inhibitory control.

<https://www.understood.org › what-is-executive-function>



Social Information-Processing Mechanisms in Reactive and Proactive Aggression

Nicki R. Crick

University of Illinois at Urbana-Champaign

Kenneth A. Dodge

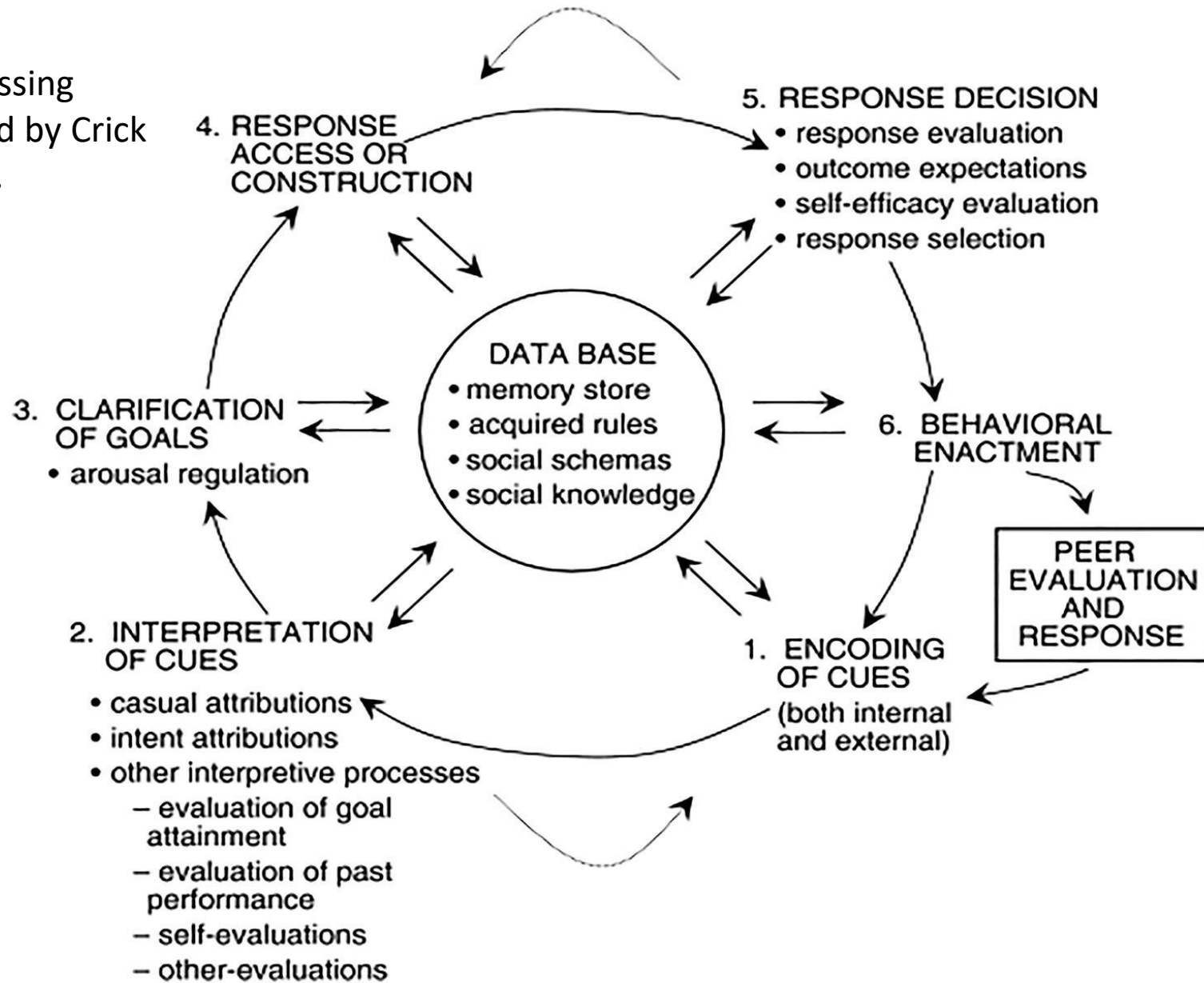
Vanderbilt University

Coie, 1987). According to social information-processing models, children's social behavior is a function of sequential steps of processing, including encoding of social cues, interpretation of social cues, clarification of goals, response access or construction, response decision, and behavioral enactment (Crick & Dodge, 1994; see Dodge, 1986;

Child Development, First published: June 1996

<https://doi.org/10.1111/j.1467-8624.1996.tb01778.x>

Figure 1.1 Social Information Processing Model as proposed by Crick and Dodge (1994).



Thinking Errors (Sample Lesson)

www.brookespublishing.com/stronLEgS-SkOiNd6s



Binocular vision

Looking at things in a way that makes them seem bigger or smaller than they really are

Example: You have a small pimple on your face. You feel like that's all people see when they look at you.



Black-and-white thinking

Looking at things in only extreme or opposite ways (e.g., thinking of things as being good or bad, never or always, all or none, friend or enemy)

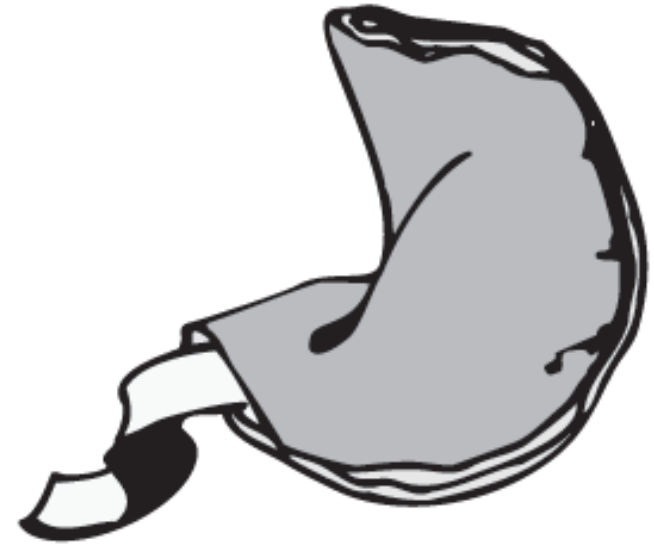
Example: You had one fight with your good friend. Now you think, "We always fight. She hates me."



Dark glasses

Thinking about only the negative parts of things

Example: You met with your teacher. Your teacher said many good things about you. He also said your writing needs improvement. Now, you think all his comments were bad.



Fortune telling

Making predictions about what will happen in the future without enough evidence

Example: You don't talk to the new student in class because you think she will not like you.



Making it personal

Blaming yourself for things that are not your fault or thinking things are about you when they are not

Example: Your friend is irritable today. You think it's because she's upset with you even though you can't think of any reason that would make her angry at you today.



Blame game

Blaming others for things that are your responsibility

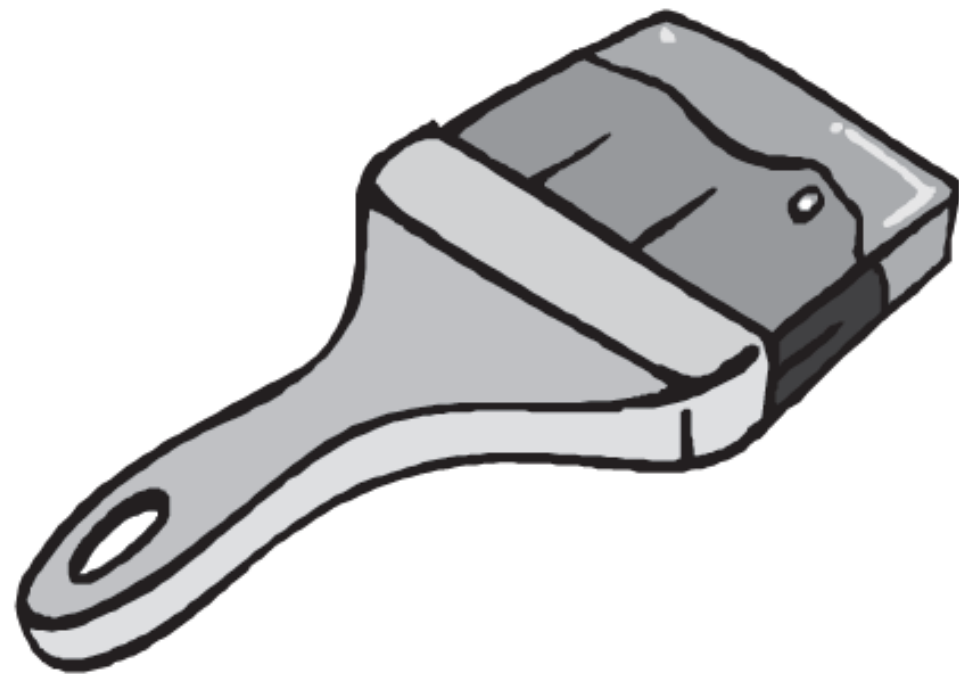
Example: You didn't follow the rules, so your parents took your music away as punishment. You think it's your parents' fault because they don't like you.



All alone

Thinking you have problems that no one else understands

Example: Your parents can't afford to buy you the pair of shoes you want. You think no one else has money problems in their family.



Broad brush

Judging something based on one experience with it

Example: You met one person from another country, and you thought that person was rude. Now, you think all the people from that country are rude.

Thinking Errors



Ignoring the Good. You pay more attention to bad things, and ignore when something good happens.

examples:

- You get one answer wrong on a long test, and all you can think about is the mistake.
- You score two goals in your soccer game, but all you can think about is the shot you missed.



Blowing Things Up. Making a really big deal out of something small, or making something a little bit bad seem like the worst thing ever.

examples:

- You get a stain on your new shoes and you think they're ruined and can't be worn anymore.
- "I'm not allowed to see my friends on Friday. My life is horrible!"



Fortune Telling. Thinking you know what will happen in the future, and that it will be bad.

examples:

- "I know if I ask her to the dance she's going to say no."
- "I bet no one will come to my birthday party."



Mind Reading. Believing you know what someone else is thinking, or why they are doing something, without having enough information.

examples:

- “People are looking at me. They probably think my shirt is ugly.”
- “Emma didn’t invite me to her party. I bet she thinks I’m weird.”



Negative Labeling. Having a negative belief about yourself and thinking it applies to everything you do.

examples:

- “I’m a loser so my artwork stinks.”
- “I’m so stupid. Everything I say is dumb.”



Self-blaming. Blaming yourself for anything that goes wrong around you, even if you had nothing to do with it.

examples:

- When your basketball team loses a game, you think it's entirely your fault.
- "Alicia is sad today. I probably did something to upset her."



Feelings as Facts. Believing that if you feel something, it must be true.

examples:

- "I feel ugly, so I must be ugly."
- "I feel like I'm a bad friend, so I must be a bad friend."



“Should” Statements. Believing things have to be a certain way.

examples:

- “People should always be nice to me.”
- “I should always be happy. I should never be sad.”

What can we do with this information?

- Active Listening (listen for errors)
- Debrief
 - What happened? (encoding)
 - What were you thinking? What do you think _____ was thinking? (interpretation)
 - What was your goal, what did you want to happen? (Clarification of goals)
 - What did you do? What other choices did you have? (Response, Behavior)
 - How did what you do work for you? How did your peers respond? (Evaluation)





Escape

Any response designed to move away from or eliminate an already present aversive stimulus.

An environmental factor triggers an intense undesirable feeling to flee from a situation. For example, a teacher asks a student to begin a math assignment, and the learner refuses.



Much of what we talk about may result in Escape related behavior

Blueprints



HEALTHY YOUTH DEVELOPMENT



Contact Info



Thank you!

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