I.  INTRODUCTION

A. This course is a study of behavior management and cognitive theories and techniques with emphasis on their applications.

B. This course is required to meet the curriculum requirements for the Central Texas College Advanced Certificate and the Associate in Applied Science Degree in Mental Health Services with an At-Risk Youth specialization.

C. This course is occupationally related and serves as preparation for jobs in the child and youth work field. This course provides Related Education Hours as defined by the Texas Commission on Alcohol and Drug Abuse (TCADA).

D. Alphanumeric coding used throughout the syllabus denotes the integration of SCANS occupational competencies (C) and Foundation skills (F).

II  LEARNING OUTCOMES

Upon successful completion of this course, the student will:

A. Summarize behavior management and cognitive theories. (F1, 2, 5-17; C1, 3-20)
B. Practice the applications of behavior management and cognitive techniques. (F1, 2, 5-17; C1, 3-20)

Program Threads and SCANS Competencies

The curriculum content in all Mental Health Services courses are organized around five general content areas known as program threads.
Program Threads: Communication
Legal and Ethical Practices
Effective Helping
Diversity
Critical Thinking

These threads are used to formulate content, connect one course of study to another, and provide a structure for evaluation of basic professional skills.

The Secretary’s Commission of Achieving Necessary Skills (SCANS), U.S. Department of Labor, was formed “to encourage a high-performance economy characterized by high-skills, high-wage employment.” Representatives from education, business, labor, and government identified the five competencies that are necessary in the work place.

Programs in the Mental Health Services Department are organized around these competencies and the three part foundational skills that the competencies are based on. Learning Activities and outcomes which relate to the SCANS Competencies are identified either in the Learning Guide, or in the syllabus with C1-20 and/or F1-17.

The competencies C1-20 include:

- **Resources**: identifies, organizes, plans, and allocates resources (C1-C4).
- **Information**: acquires and uses information (C5-C8).
- **Interpersonal**: works with others (C9-C14).
- **Systems**: understands complex interrelationships (C15-C17).
- **Technology**: works with a variety of technologies (C18-C20).

The foundation competencies F1-F17 include:

- **Basic Skills**: reads, writes, performs arithmetic and mathematical operations, listens and speaks (F1-F6).
- **Thinking Skills**: thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons (F7-F12).
- **Personal Qualities**: displays responsibility, self-esteem, sociability, self-management, integrity, and honesty (F13-F17).

III. INSTRUCTIONAL MATERIALS

A. **Required Text**: The instructional materials identified for this course are viewable through [www.cted.edu/books](http://www.cted.edu/books)

B. **Other Required Instructional Material**: ParScore Test Form No. 289-ERI-L, as directed by the instructor.
IV. COURSE REQUIREMENTS

A. Reading Assignment: It is suggested that the student first read the learning outcomes in the syllabus and then the assigned required readings which are detailed in the Daily Plan and course Learning Guide. (C 1, 3, 5-7; F 1, 7-12)

B. Projects, Oral Reports, Case Studies, Book Reports, Research Papers: Assigned written work is detailed in the Course Outline, on the Daily Plan and in the course Learning Guide. All assigned work must be submitted on time. No late papers will be accepted. The due dates are noted on the daily plan, or as stated by the instructor. (C 1, 3, 5-16; F 1, 2, 5-17)

C. Class Performance: Students are required to: attend class regularly; be on time and to stay the whole class period; or an absence will be recorded. Students may be administratively withdrawn from class when their absences exceed a total of four (4) class meetings for a 16 week semester, three (3) class meetings for an 11, 8 or a 6 week semester, or if absences prevent the meeting of course objectives. See the current Central Texas College Catalog for details. (C 1, 3, 5-16; F 1, 2, 5-17)

D. Class Participation: Students are required to be prepared for classroom discussions, unannounced quizzes, and exams. The student should be prepared to participate in all classroom group activities and assigned community, library and Internet activities as they relate to meeting the course objectives. (C 1, 3, 5-16; F 1, 2, 5-17)

E. Submitting Written Assignments: All assigned work must be submitted on time. No late papers will be accepted. The due dates are noted on the daily plan, or as stated by the instructor. (C 1, 3, 5-16; F 1, 2, 5-17)

V. EXAMINATIONS

A. There will be a minimum of three major examinations. Examinations will be essay, multiple choice, true/false, or short answer. (C 1, 3, 5-16; F 1, 2, 5-17)

B. A student must be present for all examinations. No make-up examinations will be scheduled; alternative arrangements must be made with the instructor individually PRIOR to the exam date. Unexpected absences due to illness or extenuating circumstances will require the students to see the instructor individually as soon as possible. (C 1, 3, 5-16; F 1, 2, 5-17)
VI. SEMESTER GRADE COMPUTATIONS

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam I</td>
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<td>10%</td>
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<tr>
<td>Exam II</td>
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<td>10%</td>
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<tr>
<td>Exam III (Final)</td>
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<td>10%</td>
</tr>
<tr>
<td>Module Assignments/Self Tests</td>
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</tr>
<tr>
<td>Research Paper</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>12</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

A student must take the final examination to receive a grade for the course.

Numerical Grade                Letter Grade
90-100                        A
80-89.9                       B
70-79.9                       C
60-69.9                       D
Below 60                      F

NOTE: The faculty reserves the right to adjust a student's grade for instances of disruptive/uncivil classroom behavior.

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM COURSE INSTRUCTOR

A. **Course Withdrawal** (F 13-17): It is the student’s responsibility to officially withdraw from a course if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal (CTC Form 59). The withdrawal form must be signed by the student.

CTC Form 59 will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

- Friday of 3rd week for 5-week courses
- Friday of 4th week for 6-week courses
- Friday of 6th week for 8-week courses
- Friday of 7th week for 10-week courses
- Friday of 9th week for 12-week courses
The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin. A student who officially withdraws will be awarded the grade of “W” provided the student’s attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has previously issued the student a grade of “F” or “FN” for nonattendance.

B. **Administrative Withdrawal** (F 13-17): An administrative withdrawal may be initiated when the student fails to meet College attendance requirements. The instructor will assign the appropriate grade on CTC Form 59 for submission to the registrar.

C. **Incomplete Grade** (F 13-17): The College catalog states, “An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course...” Prior approval from the instructor is required before the grade of “I” for Incomplete is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an “F” for the course.

D. **Cellular Phones and Beepers** (F 13-17): Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.

E. **Americans With Disabilities Act (ADA)** (F 13-17): Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Review the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.

F. **Instructor Discretion** (C 15-17): The instructor reserves the right of final decision in course requirements.

G. **Civility** (F 13-17): Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

H. **Discrimination Policy** (F 13-17): Central Texas College District does not discriminate in admissions or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, national origin, gender, disability,
age or veterans' status.
VIII. COURSE OUTLINE

A. Module One: Behavior Modification as an Approach

1. Learning Outcomes Upon successful completion of this module, the student will (C 1, 3, 5-16; F 1, 2, 5-12):
   - Define human behavior.
   - Identify characteristics of behavior modification.
   - Identify the historical roots of behavior modification.
   - Identify and explain areas of application for behavior modification.
   - Define and identify a target behavior in a behavioral modification program.
   - Select proper behavior recording methods and instruments.
   - Identify the six essential components of a behavior modification graph.
   - Demonstrate how different dimensions of behavior can be shown on a graph.
   - Demonstrate a functional relationship in behavior modification.
   - Identify various behavioral research designs.

   These objectives reflect the important concepts of this module and should be used to guide your studies and your preparation for examinations.

2. Learning Activities (C1, 3, 5-16, 18, 19; F1, 2, 5-12):
   a. Read:
      - Chapter 1: "Introduction to Behavior Modification"
      - Chapter 2: "Observing and Recording Behavior"
      - Chapter 3: "Graphing Behavior and Measuring Change"
   b. Lecture Notes:
      - Make sure you have read the Introduction.
      - Read the following Module One Lecture Notes:
        1. Define Human Behavior
           - Behavior is what people do and say.
           - Behaviors have one or more dimensions
             - Frequency – the number of times a behavior occurs
             - Duration – the time from an instance of the behavior stats until it stops
             - Intensity – the physical force involved in the behavior
           - Behaviors can be observed, described, and recorded by others or by the person engaging in the behavior
           - Behaviors have an impact on the environment, including the physical or the social environment (other people and ourselves)
           - Behavior is lawful, that is, its occurrence is systematically influenced by environmental events.
           - Behaviors may be overt or covert
o Overt – is an action that can be observed and recorded by a person other than the one engaging in the behavior
o Covert – private events – are not observable to others

2. Identify the historical roots of behavior modification
   • Major Figures
     o Ivan P. Pavlov (1849 – 1936) – respondent conditioning
     o Edward L. Thorndike (1874 – 1949) – Law of Effect – a behavior that produces a favorable effect on the environment is more likely to be repeated in the future
     o John B. Watson (1878 – 1958) – father of behaviorism – observable behavior was the proper subject matter of psychology and all behavior was controlled by environmental events. – stimulus-response psychology
     o B. F. Skinner – (1904 – 1990) – described the distinction between respondent conditioning and operant conditioning, in which the consequence of behavior controls the future occurrence of the behavior. – Skinner’s work is the foundation of behavior modification.
   • Areas of Application
     o Developmental Disabilities
     o Mental Illness
     o Education and Special Education
     o Rehabilitation
     o Community Psychology
     o Clinical Psychology
     o Business, Industry, and Human Services
     o Self-Management
     o Child Management
     o Prevention
     o Sport Psychology
     o Health Related Behaviors
     o Gerontology

3. Define and identify a target behavior
   • Identify exactly what the person says or does that constitutes the behavioral excess or deficit targeted for change – must be observable and measurable.
   • Avoid using labels that are ambiguous and can mean different things to different people
   • Must have interobserver reliability – when two people independently observe the same behavior and both record that the behavior occurred

4. Select proper behavior recording methods and instruments
   • Recording Methods
     • Continuous Recording – record every instance of the behavior occurring during the observation period. May record frequency, duration, intensity, or latency
• Product Recording – record the tangible outcome or permanent product of the occurrence of the behavior
• Interval Recording – record the occurrence or non-occurrence of the behavior in consecutive intervals of time during an observation period
• Time Sample Recording – record the occurrence or non-occurrence of the behavior in discontinuous intervals of time (time sampling) during an observation period.

• Instruments
  o Data Sheet
  o Pencil and Paper – write the behavior down each time it occurs
  o Golf stroke counter to record the frequency of a behavior
  o Stopwatch to record the cumulative duration of a behavior
  o Hand-held computer to record the frequency and duration of many behaviors at once
  o Transferring a coin from one pocket to another to record the frequency of a behavior
  o Making small tears in a piece of paper each time a behavior occurs
  o Using ranger beads
  o Using a pedometer

5. Explain and demonstrate a functional relationship
• Functional Relationship – when a researcher shows that a behavior modification procedure contributes to a target behavior change

6. Identify various behavioral research designs
• A-B Design – one baseline and one treatment phase. Not a true research design.
• A-B-A-B Reversal Design – Two (or more) baseline phases and two (or more) treatment phases for the same behavior of one subject. Also called a reversal design
• Multiple Baseline across Behaviors Design – Baseline and treatment phases for two or more different behaviors of one subject. Treatment is staggered across behaviors.
• Multiple Baseline across subjects – Baseline and treatment phases for the same behavior of two or more subjects. Treatment is staggered across subjects.
• Multiple baseline across settings – Baseline and treatment phases for the same behavior of the same subject in two or more settings. Treatment is staggered across settings.
• Alternating Treatments Design – Baseline and treatment sessions are alternated rapidly. Baseline and treatment sessions may occur on alternating days or may occur in different sessions on the same day
• Changing Criterion Design – A baseline phase and treatment phase for one subject. In the treatment phase, there are progressive performance criteria or increasing goal levels of the behavior.

7. As you study each assigned chapter;
• Test your knowledge by completing the practice test found at the end of the chapters, and the chapter quizzes found at the back of the text.
• Learn the Key Terms found at the end of each chapter - you will receive extra credit points for turning these in!
• Complete all the assignments.
• Use the resources in the resource folder - found in the discussion forum - to help you supplement the contents of the chapter (also helpful when answering the unit assignment questions). This resource is built by you and your classmates, so as you find helpful websites, please share with your classmates by posting the link on this discussion forum.

8. Use these hints to help you get the most out of your time.
• Pre-read: read any objectives, learning points, summary boxes, headers, images and charts.
• Think about what point the author is trying to make. As you read through the chapter, see if you can deepen your understandings.
• Review the discussion question(s) and look for this information as you read.
• Read through the unit assignment questions.
• Highlight and make notes as you read in order to complete these questions.

c. Discussion Assignment: Please go directly to the discussion board to answer these questions. Remember to respond/participate with your classmates.
   1. In Chapter 1, your text lists a number of areas of application for behavior modification. Pick two, and tell why these interest you.
   2. In Chapter 3, there are seven (7) research designs discussed. Pick the one you like the most, and the one you like the least, give a brief description, and then explain why you like/dislike this design.

d. Written Assignment:
   1. Define human behavior, explaining how behaviors have an impact on the physical and/or social environment around us. Describe the difference between overt and covert behaviors.
   2. Do the following and list all of the web sites or other references that you used:
      • Identify the major contributions of each of the following to the development of behavior modification: Pavlov, Thorndike, Watson, and Skinner.
      • Identify 2 areas in which behavior modification procedures have been used to help people change problematic behaviors and then
do the following: (1) Identify the web site and/or article from which you accessed the information, (2) the problematic behavior that was modified and (3) the major behavior modification technique that was used in each.

3. Identify a need of yours or a desire to change something about yourself, then do the following: (1) state one target behavior upon which you would want to focus, (2) identify the behavioral excess or behavioral deficit targeted for change, and (3) state your plan in very specific, measurable terms.

4. State what a behavioral definition is and how it differs from a label for a behavior. Then give two examples of a behavioral definition and its label (use examples from websites or sources other than your text).

5. Your text lists 5 recording methods. Choose 2, and in a few sentences thoroughly and concisely describe these 2, what setting you would use them in, and how they'd be helpful in this setting.

6. What is reactivity? How can it be undesirable in research purposes?

7. Briefly describe the 6 essential features of a complete graph.

8. State the different dimensions of behavior that can be shown on a graph.

9. In your own words, briefly describe the different research designs you can use in behavior modification research.

10. Briefly describe how you can use the information gained in this unit in your current job or in the field of work you want to move into.

**B. Module Two: Basic Principles of Behavior Modification**

1. **Learning Outcomes** Upon successful completion of this module the student will be able to (C 1, 3, 5-16; F 1, 2, 5-12):
   - Identify principles of reinforcement, extinction, and punishment.
   - Differentiate between positive and negative aspects of reinforcement and punishment.
   - Determine factors that influence the effectiveness of reinforcement, punishment, and extinction.
   - Identify various schedules of reinforcement and explain how they affect rates of behavior.
   - Identify misconceptions of punishment and extinction.
   - Identify potential problems of punishment.

   These objectives reflect the important concepts of this module and should be used to guide your studies and your preparation for examinations.

2. **Learning Activities** (C1, 3, 5-16, 18, 19; F1, 2, 5-12):
   a. **Read:**
      - Chapter 4: "Reinforcement"
b. **Lecture Notes:**

- Make sure you have read the Introduction.
- Read the following Module Two Lecture Notes:

1. Identify principles of reinforcement, extinction, and punishment
   - Reinforcement – occurrence of a particular behavior, followed by an immediate consequence, results in the strengthening of the behavior (behavior is strengthened)
     - Operant Behavior – a behavior that is strengthened through the process of reinforcement – an operant behavior acts on the environment to produce a consequence and in turn is controlled by, or occurs again in the future as a result of, its immediate consequence
     - Reinforcer – consequence that strengthens an operant behavior
   - Extinction – a behavior that has been previously reinforced, no longer results in the reinforcing consequences, therefore, the behavior stops occurring in the future
     - Extinction Burst – one characteristic of the extinction process is that once the behavior is no longer reinforced, it often increases briefly in frequency, duration, or intensity before it decreases and ultimately stops
   - Punishment – a behavior occurs, a consequence immediately follows the behavior, the behavior is less likely to occur again in the future (behavior is weakened)
     - Punisher – (aversive stimulus) consequence that results in a particular behavior less likely to occur in the future.

2. Differentiate between positive and negative aspects of reinforcement and punishment
   - Positive Reinforcement – occurrence of a behavior, followed by the addition of a stimulus or an increase in the intensity of a stimulus, results in the strengthening of the behavior
     - Complete assignments, obtain good grades, continue to complete assignments
   - Negative Reinforcement – occurrence of a behavior, followed by the removal of a stimulus or a decrease in the intensity of a stimulus, results in the strengthening of the behavior
     - Mom buys candy when child tantrums in store – immediately – child stops the tantrum
   - Positive Punishment – occurrence of a behavior, followed by the presentation of an aversive stimulus, result is the behavior is less likely to occur in the future
     - Kicking the dog, spanking, no more kicking
• Negative punishment – occurrence of a behavior, followed by the removal of a reinforcing stimulus, results in the behavior less likely to occur
  o Yelling at your parents, taking away the phone, using a calm voice tone when talking to your parents
• Difference between pos and neg punishment is determined by the consequence of the behavior

3. Determine factors that influence the effectiveness of reinforcement, punishment, and extinction
• Reinforcement –
  o Immediacy
  o Contingency
  o Establishing Operations
  o Characteristics of the Consequence
• Punishment –
  o Immediacy
  o Contingency
  o Establishing Operations
  o Characteristics of the Consequence
• Extinction –
  o The reinforcement schedule
  o The occurrence of reinforcement after extinction
• Reinforcement Schedule –
  o Occurrence of Reinforcement after extinction

4. Identify various schedules of reinforcement and explain how they affect rates of behavior
• Fixed Ratio – a specific or fixed number of responses must occur before the reinforcer is delivered
• Variable Ratio – delivery of a reinforcer is based on the number of responses that occur, but in this case the number of responses needed for reinforcement varies each time
• Fixed Interval – the interval of time is fixed, or stays the same each time
• Variable Interval – each time interval is a different length.

5. Identify misconceptions of punishment and extinction
• Punishment – unpleasant, retribution or retaliation, possible intent to hurt the person who has committed the crime, something a wrongdoer deserves / Technical term is very different in behavior – more important to know how to use the interventions rather than the word punishment or discipline.
• Extinction – using extinction simply means ignoring the behavior, (means removing the reinforcer for a behavior) Ignoring only works if attention is the reinforcer

6. Potential Problems of punishment –
• Emotional reactions
• Escape avoidance
• Neg reinforcement for the use of punishment
• Modeling
• Ethical Issues

7. As you study each assigned chapter;
   • Test your knowledge by completing the practice test and chapter quizzes found at the end of the chapters
   • Learn the Key Terms found at the end of each chapter - you will receive extra credit points for turning these in.
   • Complete all the assignments.
   • Prepare for and take your first exam. Find the Non-proctored exam link in the course menu on the left-hand side of the page.
   • Use the resources in the resource folder - found in the discussion forum - to help you supplement the contents of the chapter (also helpful when answering the unit assignment questions).

   c. **Discussion Assignment:** Please go directly to the discussion board to answer these questions. Remember to respond/participate with your classmates. (F1,7-17; C1,3,5-9,15-20)
   1. What is the Premack principle? Give an example.
   2. There are two factors that influence extinction. Briefly explain each, and give an example of one of them.
   3. Conduct an Internet search on the ethics of punishment. Summarize your findings. State the web site or article you used.
   4. Written Assignment:
   5. In your own words, clearly explain what reinforcement is, how it is defined to occur, and how it is responsible for the occurrence of operant behavior.
   6. Positive and negative reinforcement both strengthen behavior. What are the differences in the two? Please provide examples in your exclamation.
   7. What is the difference between an escape and an avoidance behavior? How is this related to reinforcement?
   8. Describe the difference between an unconditioned reinforcer and a conditioned reinforcer, and how you develop a conditioned reinforcer.
   9. There are five (5) factors that influence the effectiveness of reinforcement. Briefly, in your own words, discuss each of these.
   10. Briefly define schedules of reinforcement, and then discuss the four (4) schedules of reinforcement found in your text.
   11. In your own words, define extinction and discuss an extinction burst. Discuss how reinforcing spontaneous recovery can interfere with an extinction procedure.
   12. How is reinforcement directly related to the success or failure of extinction?
13. In your own words, define punishment, including the three components that make up punishment. What is a common misconception about punishment?
14. What is the difference between positive and negative punishment? Please give an example of each.
15. There are two types of punishing stimuli - identify each and briefly describe them.
16. Identify and discuss the factors that influence the effectiveness of punishment.
17. Your book identifies several problems with punishment. Pick two you agree with, and explain why you agree with these problems and possible solutions.
18. Briefly explain how you can use reinforcement, extinction, and punishment in your work and/or personal life.

C. Module 3: Procedures to Establish New Behaviors

1. **Learning Outcomes** Upon successful completion of this module, the student will be able to (C 1, 3, 5-16; F 1, 2, 5-12):
   - Discover how stimulus control is established through discrimination training.
   - Explain elements of a three-term contingency.
   - Define and identify factors of respondent conditioning.
   - Explain differences between respondent and operant conditioning.
   - Define and identify the principles of differential reinforcement, shaping, and chaining.
   - Evaluate the steps to be employed in the successful application of differential reinforcement, shaping, and chaining.
   - Identify how the principles of extinction and reinforcement are involved in a shaping procedure.

These objectives reflect the important concepts of this lesson and should be used to guide your studies and your preparation for examinations.

2. **Learning Activities** (C1, 3, 5-16, 18, 19; F1, 2, 5-12):
   a. **Read:**
      - Chapter 7: "Stimulus Control: Discrimination and Generalization"
      - Chapter 8: "Respondent Conditioning"
      - Chapter 9: "Shaping"
   b. **Lecture Notes:**
      1. Discover how stimulus control is established through discrimination training. The process of reinforcing a behavior only when a specific antecedent stimulus (discriminative stimulus) is present is called "stimulus discrimination training."
      - When the discriminative stimulus (Sd) is present, the behavior is
• When any other antecedent stimuli, except the Sd, are present, the behavior is not reinforced. During discrimination training, any antecedent stimulus that is present when the behavior is not reinforced is called the S-delta.

2. Explain elements of a three-term contingency
   • Antecedent - event that occurs prior to a behavior
   • Behavior - measurable/observable
   • Consequence - event that occur after a behavior - either positive/negative reinforcement or positive/negative punishment

3. Define and identify factors of respondent conditioning - Pavlov
   • Unconditioned Stimulus – Event that elicits a UR, i.e. presenting food to a dog elicits salivation
   • Unconditioned Response – Certain types of stimuli typically elicit specific types of bodily responses. These responses are elicited by antecedent stimuli even though no conditioning or learning has taken place, i.e. a dog salivating when food is presented
   • Conditioned Stimulus – Respondent conditioning occurs when a previously neutral stimulus is paired with a US. As a result of the pairing, the neutral stimulus becomes a conditioned stimulus, i.e. ringing a bell when presenting food to a dog will eventually elicit salivation
   • Conditioned Response – Similar to UR, they are both considered respondent behavior – i.e. the dog will salivate to the ringing of the bell, when no food is present
   • Factors that contribute to respondent conditioning
     o The nature of the US and CS
     o The temporal relationship between the CS and US
     o Contingency between the CS and US
     o The number of pairings
     o Previous exposure to the CS

4. Explain differences between respondent and operant conditioning.
   o Operant conditioning involves the manipulation of consequences - that occur after a behavior
   o Respondent conditioning involves the manipulation of antecedent stimuli - that occur prior to a behavior

5. Define and identify the principles of differential reinforcement, shaping, and chaining.
   • Shaping – is used to develop a target behavior that a person does not currently exhibit – Shaping is defined as the differential reinforcement of "successive approximations" of a target behavior until the person exhibits the target behavior
   • Differential Reinforcement – involves the basic principles of reinforcement and extinction – it occurs when one particular
behavior is reinforced and all other behaviors are not reinforced in a particular situation.

- Behavioral chain – a complex behavior consisting of many component behaviors that occur together in a sequence

6. Evaluate the steps to be employed in the successful application of shaping and chaining.

- Shaping –
  - Define the target behavior
  - Determine whether shaping is the most appropriate procedure
  - Identify the starting behavior
  - Choose the shaping steps
  - Choose the reinforcer(s)
  - Differentially reinforce successive approximations
  - Move through the shaping steps at a proper pace

- Chaining – conduct a task analysis – the process of analyzing a behavioral chain by breaking it down into its individual stimulus-response components
  - Observe a competent person engaging in the task
  - Ask an expert (a person who performs the task well)
  - Perform the task yourself and record each of the component responses

7. Identify how the principles of extinction and reinforcement are involved in a shaping procedure.

- Make sure that you reinforce the step that you are on. Once you move to the next step, you do not reinforce the previous step, only the new one.
- Once the individual has learned the targeted behavior, you use extinction to assist the individual in engaging in the behavior without needing reinforcement.

8. As you study each assigned chapter;

- Test your knowledge by completing the practice test and chapter quizzes found at the end of the chapters
- Learn the Key Terms found at the end of each chapter - you will receive extra credit points for turning these in!
- Complete all the assignments in the assignment folder.
- Use the resources in the resource folder - found in the discussion forum - to help you supplement the contents of the chapter (also helpful when answering the unit assignment questions).

9. Use these hints to help you get the most out of your time.

- Pre-read: read any objectives, learning points, summary boxes, headers, images and charts. Think about what point the author is trying to make. As you read through the chapter, see if you can deepen your understandings.
- Review the discussion question(s) and look for this information as you read.
• Read through the unit assignment questions.
• Highlight and make notes as you read in order to complete these questions.

c. **Discussion Assignment:** Please go directly to the discussion board to answer these questions. Remember to respond/participate with your classmates.
   1. In your own words, briefly define higher-order conditioning and provide an example.
   2. Describe how an extinction burst may play a role in shaping.

d. **Written Assignment:** In your own words, define an antecedent stimulus. Describe when an operant behavior is more likely to occur. (C1, 3, 5-16, 18, 19; F1, 2, 5-13):
   1. Describe how stimulus discrimination training is used to develop stimulus control.
   2. Describe the three-term contingency and make up an example.
   3. What is generalization? How do children use generalization?
   4. Briefly describe respondent behaviors and respondent conditioning.
   5. Describe the types of stimulus and responses involved in respondent conditioning.
   6. Conditioned emotional responses can be produced using respondent conditioning. Give an example of how this may happen.
   7. There are five (5) factors that influence respondent conditioning. Choose two (2), and briefly discuss these.
   8. Discuss the difference between operant and respondent conditioning.
   9. In your own words, define shaping and describe how you use shaping to get a novel behavior to occur. Be sure to include differential reinforcement and successive approximations in your discussion.
  10. There are seven (7) steps to ensure appropriate use of shaping. Briefly explain each of them in your own words.
  11. How can you develop problem behaviors using shaping?
  12. Briefly describe how you can use the three-term contingency, respondent conditioning, and shaping in your personal/professional life.

D. **Module 4: Procedures to Increase Desirable Behavior and Decrease Undesirable Behavior**

1. **Learning Outcomes** Upon successful completion of this lesson, the student will be able to (C 1, 3, 5-16; F 1, 2, 5-12):
   • Define prompting and fading and identify how these techniques are used.
   • Identify different types of response prompts.
   • Examine the process of transfer of stimulus control and apply it successfully.
   • Identify other procedures for teaching behavioral chains.
   • Identify the components of the behavior skills training procedures (BST).
• Enhance generalization after BST.
• Apply the three term contingency as BST is done.
• Identify how BST could be applied with individuals and groups.

These objectives reflect the important concepts of this module and should be used to guide your studies and your preparation for examinations.

2. **Learning Activities** (C1, 3, 5-16, 18, 19; F1, 2, 5-12):
   a. **Read:**
      • Chapter 10: "Prompting and Transfer of Stimulus Control"
      • Chapter 11: "Chaining"
      • Chapter 12: "Behavioral Skills Training Procedures"
   b. **Lecture Notes:**
      1. Identify how the principles of extinction and reinforcement are involved in a shaping procedure.
         • Make sure that you reinforce the step that you are on. Once you move to the next step, you do not reinforce the previous step, only the new one.
         • Once the individual has learned the targeted behavior, you use extinction to assist the individual in engaging in the behavior without needing reinforcement.
      2. Define prompting and fading and identify how these techniques are used.
         • Prompting – used to increase the likelihood that a person will engage in the correct behavior at the correct time – different types of prompts are given during discrimination training – it is given immediately after undesired behavior or just prior to rehearsal
         • Fading – is one way to transfer stimulus control from the prompts to the desired behavior – almost like reverse shaping – see example on page 196 of the book - ultimately, one stops using prompts
      3. Identify different types of response prompts.
         • Verbal Prompt – telling or reminding – when you say something that helps the person engage in the correct behavior
         • Gestural Prompt – giving instructions and motioning – but not completely showing (that would be modeling)
         • Modeling Prompt – showing – any demonstration of the correct behavior by another person that makes is more likely that the correct behavior will occur at the right time
         • Physical Prompt – physically guiding – another person physically helps the person to engage in the correct behavior at the right time
      4. Examine the process of transfer of stimulus control and apply it successfully.
         • Prompt Fading – the response prompt is eliminated gradually
• Prompt Delay – After the Sd is presented, the prompt is delayed to provide the opportunity for an unprompted response to occur
• Stimulus Fading – the stimulus prompt is eliminated gradually
• Guidelines for prompting and transferring stimulus control
  o Choose the most appropriate prompting strategy
  o Get the learner’s attention
  o Present the Sd
  o Prompt the correct response
  o Reinforce the correct behavior
  o Transfer stimulus control by fading or prompt delay
  o Continue to reinforce unprompted responses
Sd = the situation or environment where you want the behavior to occur

5. Identify other procedures for teaching behavioral chains.
• Backward Chaining – teach the last behavior in the chain first, and then teach each previous behavior in the chain
• Forward chaining – teach the first behavior in the chain first, and then teach each subsequent behavior in the chain
• Total task presentation – prompt the whole stimulus-response chain in each learning trial
• Written task analysis – use written descriptions of each step in the task analysis as prompts
• Picture prompts – use pictures of each step in the task analysis as prompts
• Self-instructions – give yourself verbal prompts to engage in each component behavior in a behavior

6. Identify the components of the behavior skills training procedures (BST).
• Modeling – the correct behavior is demonstrated for the learner – live modeling = another person demonstrates the appropriate behavior in the appropriate situation / symbolic modeling = the correct behavior is demonstrated on videotape, audiotape, or possibly in a cartoon or movie
  o Know the factors that influence the effectiveness of modeling
• Instructions – describe the appropriate behavior for the learner – should be specific
  o Know the factors that influence the effectiveness of instructions
• Rehearsal – Opportunity for the learner to practice the behavior after receiving instructions or modeling – ensure that the client knows the expectation
  o Know the factors that influence the effectiveness of rehearsal
• Feedback – following rehearsal, the trainer should provide immediate feedback – which involves praise or other reinforcers for correct performance – it may also involve correction of errors or further instruction – specifically defined as “the delivery of
praise for correct performance and further instruction after incorrect performance”
    o Know the factors that influence the effectiveness of feedback

7. Enhance generalization after BST.
   • Training should involve a variety of role-plays that simulate the actual situations the learner is likely to encounter in real life
   • Incorporate real-life situations into training
   • Provide assignments for the learner to practice the skill being learned outside the BST session, in real-life situations
   • The trainer can arrange for reinforcement of the skills in situations outside of the training sessions

8. Apply the three-term contingency (A, B, C) as BST is done.
   • Modeling and instructions are "antecedent" strategies used to evoke the correct behavior
   • Rehearsal involves executing the "behavior" that was modeled or described in the instructions
   • Feedback – when the behavior is rehearsed correctly, feedback involves a "reinforcing consequence" that strengthens the correct behavior – when the behavior is partly incorrect, corrective feedback is provided in the form of instructions to improve performance. Corrective feedback functions as an antecedent that evokes the correct behavior in the next rehearsal so that it can be reinforced.

9. Identify how BST could be applied with individuals and groups.
   • Can be used with groups that need to learn similar skills
   • Instructions and modeling are presented to the whole group
   • Each group member learns by watching other group members rehearse the skills and receive feedback on their performance
   • Group members learn by evaluating the performance of other group members and providing feedback
   • With a variety of group members participating in role-plays, generalization may be enhanced
   • The magnitude of reinforcement for successful rehearsal is increased when praise comes from other group members as well as the trainer
   • Disadvantage – each member does not have the individual attention of the trainer
   • How to use BST Procedures – be sure you look these up and know now to follow them.

10. As you study each assigned chapter;
    • Test your knowledge by completing the practice test and chapter quizzes found at the end of the chapters
    • Learn the Key Terms found at the end of each chapter - you will receive extra credit points for turning these in!
    • Complete all the assignments in the assignment folder.
• Use the resources in the resource folder - found in the discussion forum - to help you supplement the contents of the chapter (also helpful when answering the unit assignment questions).

11. Use these hints to help you get the most out of your time.
• Pre-read: read any objectives, learning points, summary boxes, headers, images and charts.
• Think about what point the author is trying to make. As you read through the chapter, see if you can deepen your understandings.
• Review the discussion question(s) and look for this information as you read.
• Read through the unit assignment questions.
• Highlight and make notes as you read in order to complete these questions.

c. Discussion Assignment: Please go directly to the discussion board to answer these questions. Remember to respond/participate with your classmates.
   1. Of the four types of response prompts, which one do you like the best? the least? Explain why.
   2. How is the BST procedure different from the chaining procedure?

d. Written Assignment: (C1, 3, 5-16, 18, 19; F1, 2, 5-13):
   1. In your own words, discuss prompting and fading. Give an example of each.
   2. There are four (4) types of response prompts and two (2) types of stimulus prompts. In your own words, briefly describe all of them.
   3. What does transfer of stimulus control mean? What are three (3) ways to accomplish this - briefly discuss each of them.
   4. Briefly discuss the guidelines for prompting and transferring stimulus control.
   5. In your own words, briefly define a stimulus-response chain and explain why it's important to use a task analysis. Discuss the different ways to conduct a task analysis.
   6. Describe the similarities and differences between backward chaining and forward chaining.
   7. In your own words, describe what total task presentation is, and when it is appropriate to use it.
   8. Briefly describe other strategies for teaching behavioral chains.
   9. Briefly describe, in your own words, the four components of behavioral skills training (BST) procedures.
   10. How can a trainer encourage generalization after BST procedures have been implemented?
   11. Describe how a trainer could use BST procedures in a group setting.
       Also, describe some ways that BST procedures can be applied with other populations/groups/individuals.
   12. Pick two skills that you have learned in this lesson, and briefly describe how you can use it now.

E. Module 5:
1. **Learning Outcomes** Upon successful completion of this module, the student will be able to (C 1, 3, 5-16; F 1, 2, 5-12):
   - Describe how to perform a functional assessment of a problem behavior.
   - Use the three ways to conduct a functional assessment.
   - Identify the indirect methods to conduct a functional assessment.
   - Discuss the use of direct observation methods to conduct a functional assessment.
   - Define functional analysis of a problem behavior.
   - Determine the importance of conducting a functional assessment prior to using an extinction procedure.
   - Detail and apply to a situation the five questions that must be addressed before using an extinction procedure.
   - State how the schedule of reinforcement for a behavior influences extinction.
   - Reinforce alternative behaviors when using extinction.
   - Promote generalization and maintenance after the use of extinction.
   - Identify DRA, DRO and DRL and use appropriately in scenarios.
   - State how the principles of reinforcement and extinction are involved in differential reinforcement procedures.
   - Identify how negative reinforcement is used in DRA and DRO procedures.

These objectives reflect the important concepts of this module and should be used to guide your studies and your preparation for examinations.

2. **Learning Activities** (C1, 3, 5-16, 18, 19; F1, 2, 5-12):
   a. **Read:**
      - Chapter 13: "Understanding Problem Behaviors through Functional Assessment"
      - Chapter 14: "Applying Extinction"
      - Chapter 15: "Differential Reinforcement"
   b. **Lecture Notes:**
         - Interview with the client or other informants who know the client well and have specific knowledge of the problem behaviors
         - Outcome of the interview should be a clear definition of the problem behaviors and the development of hypotheses abut the antecedents that evoke the behaviors and he reinforcing consequences that maintain them.
         - Next conduct direct observations of the ABCs in the natural context
         - Essential features are to have a reliable method of data collection to record the behavior in the different experimental conditions,
2. Use the three ways to conduct a functional assessment.
   - Indirect
   - Direct
   - Experimental Method – functional analysis
3. Identify the indirect methods to conduct a functional assessment.
   - Interviews and questionnaires
   - Table 13-2
   - Antecedents
   - Consequences
4. Discuss the use of direct observation methods to conduct a functional assessment.
   - Descriptive method – observer must be able to discriminate each instance of the problem behavior so that he or she can record the events that immediately preceded (antecedent) and followed the behavior (consequence)
   - Checklist method – checklist with possible antecedents, behaviors, and consequences
   - Interval method – divide an observation period into brief time intervals and mark a data sheet at the end of each interval to record whether the behavior occurred in that interval
   - Function of environmental variables
   - Respondent behavior is controlled by antecedent stimuli
   - Operant behavior is controlled by antecedents and consequences that make up three-term contingencies of reinforcement and punishment
   - Process of gathering information about the antecedents and consequences that are functionally related to the occurrence of a problem behavior
     - Social Positive Reinforcement
     - Social Negative Reinforcement
     - Automatic Positive Reinforcement
     - Automatic Negative Reinforcement
6. Determine the importance of conducting a functional assessment prior to using an extinction procedure.
   - Identifying antecedents and consequences of the problem behavior
   - You must identify the specific reinforcer for the problem behavior so that you can eliminate it in an extinction procedure
7. Detail and apply to a situation the five questions that must be addressed before using an extinction procedure.
   - Have you identified the reinforcer?
   - Can you eliminate the reinforcer?
   - Is extinction safe to use?
   - Can an extinction burst be tolerated?
Can consistency be maintained?

8. State how the schedule of reinforcement for a behavior influences extinction.
   - The schedule of reinforcement in effect for the problem behavior before the use of extinction affects the rate at which the behavior decreases during extinction
   - When problem behavior is reinforced on a continuous schedule, extinction often is more rapid
   - Extinction decreases behavior more slowly following intermittent reinforcement (variable ratio/interval)

9. Reinforce alternative behaviors when using extinction.
   - An extinction procedure should be used in conjunction with a reinforcement procedure for the desired behavior
   - The extinction procedure decreases the frequency of the problem behavior and the reinforcement procedure increases an alternative behavior to replace the problem behavior
   - Always beneficial to focus on what we want the client to be doing first - this uses reinforcement and uses punishment as a last resort

10. Promote generalization and maintenance after the use of extinction.
    - Generalization of the behavior change after the use of extinction means that the problem behavior will stop (and the alternative/desired behavior will occur) in all relevant circumstances/environments.
    - Maintenance mans that the behavior change will last over time

11. Identify DRA, DRO and DRL and use appropriately in scenarios.
    - DRA – differential reinforcement of alternative behavior – behavioral procedure used to increase the frequency of a desirable behavior and to decrease the frequency of undesirable behavior. The desirable behavior is reinforced each time it occurs. This results in an increase in the future probability of the desirable behavior. At the same time, any undesirable behaviors that may interfere with the desirable behavior are not reinforced.
    - DRO – differential reinforcement of other behavior – the reinforcer is contingent upon the absence of the problem behavior. This means that he reinforcer is no longer delivered after the problem behavior (extinction) but the reinforcer is delivered after an interval of time in which the problem behavior does not occur.
    - DRL – differential reinforcement of low rates of responding – the reinforcer is delivered when the rate of the problem behavior is decreased to a criterion level. In the DRL procedure you do not reinforce the absence of the behavior, as in DRO; rather, you reinforce a "lower rate" of the problem behavior.

12. State how the principles of reinforcement and extinction are involved in differential reinforcement procedures.
    - Reinforcement is used in DRA, DRO, and DRL to increase the desirable behaviors. The client must be rewarded for making
progress on the desirable behavior. Remember reinforcement, whether it is positive or negative, results in an increase in behavior.

- Extinction is used in DRA, DRO, and DRL in that you do not reinforce at any time the undesirable behavior

13. Identify how negative reinforcement is used in DRA and DRO procedures.
   - Example of taking away something they do not like to do to increase desired or other behaviors
   - Example of the little girl who liked to draw – if she would do half of her assignment she could get out of doing the rest and draw
   - Example of a student doing all of his classroom assignments and not having to do his homework

14. As you study each assigned chapter:
   - Test your knowledge by completing the practice test and chapter quizzes found at the end of the chapters
   - Learn the Key Terms found at the end of each chapter - you will receive extra credit points for turning these in!
   - Complete all the assignments in the assignment folder.
   - Prepare for and take your second exam. Find the Non-proctored exam link in the course menu on the left-hand side of the page

15. Use these hints to help you get the most out of your time.
   - Pre-read: read any objectives, learning points, summary boxes, headers, images and charts.
   - Think about what point the author is trying to make. As you read through the chapter, see if you can deepen your understandings.
   - Review the discussion question(s) and look for this information as you read.
   - Read through the unit assignment questions.
   - Highlight and make notes as you read in order to complete these questions.

**d. Discussion Assignment:** Please go directly to the discussion board to answer these questions. Remember to respond/participate with your classmates. (F1,7-17; C1,3,5-8,15-20)
1. Describe a situation where you would use the indirect assessment method.
2. Are there times when using an extinction procedure might not be safe? Describe a situation where you would not want to use extinction.

**e. Written Assignments:** (C1, 3, 5-16, 18, 19; F1, 2, 5-13):
1. Describe a functional assessment, including in your discussion categories of information from a functional assessment.
2. There are three (3) types of functional assessment methods. In your own words, thoroughly, but concisely, describe each.
3. Describe what a functional analysis is, and how to conduct one.
4. Explain why it is important to collect data on the problem behavior when implementing an extinction procedure. Discuss the steps necessary to include when using extinction.
5. Define differential reinforcement of alternative behavior (DRA), the two behavioral principles involved in DRA, and when it is appropriate to use DRA.
6. Describe DRO and DRL, how you can use them, and when it is appropriate to use them.
7. Explain when negative reinforcement should be used with DRO or DRA.
8. Describe how you can use two of the techniques learned in this lesson in your personal and/or professional life.

E. Module 6:

1. **Learning Outcomes** Upon successful completion of this module the student will be able to (C 1, 3, 5-16; F 1, 2, 5-12):
   - Define an antecedent control procedure.
   - State how a target behavior can be manipulated with a discriminative stimulus for a behavior.
   - Define establishing operation and state how it influences a target behavior.
   - Determine the effect of response effort on a target behavior.
   - Apply the three functional, non-aversive approaches to intervention for a problem behavior.
   - Determine how a time-out works to decrease a problem behavior.
   - Identify the two types of time-out.
   - Define response cost and state how it is used to decrease a problem behavior.
   - State why it is important to use reinforcement procedures along with time-out or response cost.
   - Identify the issues that must be considered when using time-out or response cost.
   - Identify and discuss the possible consequences of aversive activities.
   - State five positive punishment procedures involving the application of aversive activities.
   - Discuss the application of aversive stimulation.
   - Determine the issues that must be considered before using positive punishment procedures.
   - Detail the ethical issues involved in using punishment procedures generally, and as applied to scenarios.

2. **Learning Activities** (C1, 3, 5-16, 18, 19; F1, 2, 5-12):
   a. **Read:**
      - Chapter 16: "Antecedent Control Procedures"
      - Chapter 17: "Using Punishment: Time-Out and Response Cost"
Chapter 18: "Positive Punishment Procedures and the Ethics of Punishment"

b. Lecture Notes:
1. Define an antecedent control procedure.
   - Presenting the stimulus or cues for the desired behavior
   - Arranging establishing operations for the desirable behavior such that the consequence of the desirable behavior is more reinforcing
   - Decreasing response effort for the desirable behavior – behaviors that take less response effort are more likely to occur than are behaviors that take more response effort, if both result in fairly equal reinforcers

2. State how a target behavior can be manipulated with a discriminative stimulus for a behavior.
   - Sd – the stimulus that is present when a particular behavior is reinforced
   - Setting up prompts or settings that lend itself to the desired behavior

3. Define establishing operation and state how it influences a target behavior.
   - If you can make the outcome of the undesirable behavior less reinforcing, you will be less likely to engage in the behavior and therefore more likely to engage in the desired behavior.
   - You do this by removing the establishing operation for the reinforcer

4. Determine the effect of response effort on a target behavior.
   - Response effort is the amount of energy it takes to obtain the reinforcer
   - If the competing behaviors take more effort, they are less likely to interfere with the desired behavior

5. Apply the three functional, nonaversive approaches to intervention for a problem behavior.
   - Extinction – you are removing the reinforcer for the problem
   - Differential reinforcement – the person can achieve the same outcome without engaging in the problem behavior
   - Antecedent manipulations – the antecedent events that evoke the occurrence of the problem behavior are no longer present, the effectiveness of the reinforcer for the problem behavior is diminished, or the effort involved in the problem behavior is increased.

6. Determine how a time-out works to decrease a problem behavior.
   - Time Out – the loss of access to positive reinforcers for a brief period contingent on the problem behavior – a punishment procedure – used to decrease behavior

7. Identify the two types of time-out.
   - Non exclusionary time out – the person remains in the room while being removed from access to positive reinforcers
- Exclusionary time out – the person is removed from the room (the reinforcing environment) where the problem behavior took place, and is taken to another room. This removes the person from all sources of positive reinforcement

8. Define response cost and state how it is used to decrease a problem behavior.
   - The removal of a specified amount of a reinforcer contingent on the occurrence of a problem behavior
   - Negative punishment procedure when it results in a decrease in the future probability of the problem behavior
   - Money / Tokens are primarily used

9. State why it is important to use reinforcement procedures along with time-out or response cost.
   - Time out procedures decrease the rate of the problem behavior, and a differential reinforcement procedure increases an alternative behavior to replace the problem behavior or provides the reinforcer for the absence of the problem behavior.
   - Same for response cost

10. Identify the issues that must be considered when using time-out or response cost.
    - Considerations in using time-out
      - What is the function of the problem behavior
      - Is time out practical in the circumstances
      - Is time out safe
      - Is the time out period brief
      - Can escape from the time out be prevented
      - Can interactions be avoided during the time out
      - Is time out acceptable in the circumstances
    - Considerations in using response cost
      - Which reinforcer will be removed
      - Is the reinforcer loss immediate or delayed
      - Is the reinforcer loss ethical
      - Is response cost practical and acceptable

11. Identify and discuss the possible consequences of aversive activities.
    - The guided compliance that is typically necessary may be a reinforcer to the situation
    - The client may develop a negative reaction/rapport with the implemener
    - Be sure the procedure can be carried out with no harm to the client or implemener

12. State five positive punishment procedures involving the application of aversive activities.
    - Overcorrection
      - Positive Practice – the client has to engage in correct forms of relevant behavior contingent on an instance of the problem behavior
Restitution – a procedure in which, contingent on each instance of the problem behavior, the client must correct the environmental effects of the problem behavior and restore the environment to a condition better than that before the problem behavior.

- Contingent Exercise – The client is made to engage in some form of physical exercise contingent on an instance of the problem behavior. In contingent exercise the aversive activity involves physical exercise unrelated to the problem behavior. (be very careful when using this)
- Guided Compliance – The client is physically guided through the requested activity (such as an educational task) contingent on the occurrence of the problem behavior. Once initiated, however, physical guidance is withdrawn if the person begins to comply with the requested activity.
- Physical Restraint – contingent on a problem behavior, the implementer hold immobile the part of the client’s body that is involved in the problem behavior

13. Discuss the application of aversive stimulation.
   - This is a punishment procedure where an aversive stimulant is introduced to decrease problematic behavior, i.e. putting an ice cube up to the jaw of a client who grinds his teeth, squirting a small amount of lemon juice into the mouth of an infant that ruminates (regurgitating food)

14. Determine the issues that must be considered before using positive punishment procedures.
   - Use functional nonaversive procedures first
   - Implement differential reinforcement with punishment
   - Consider the function of the problem behavior
   - Choose the aversive stimulus with care
   - Collect data to make treatment decisions
   - Address the ethical considerations in the use of punishment

15. Detail the ethical issues involved in using punishment procedures generally, and as applied to scenarios.
   - Informed Consent – a person must fully understand the punishment procedure, the rationale for its use, how and when it will be used, its intended effects and side effects, and possible treatment alternatives.
   - Alternative treatments – less restrictive nonaversive treatments are used before punishment is considered
   - Recipient Safety – a punishment procedure should never result in harm to the client
   - Problem severity – punishment procedures should be reserved for more severe problem behaviors.
   - Implementation guidelines – there must be strict written guidelines for using the procedure
• Training and Supervision – all staff, teachers, or other personnel who will implement the procedure must receive behavioral skills training (BST) in the correct use of the procedure.
• Peer Review – the written program must be reviewed by a panel of peers, which should include professionals in behavior analysis and behavior modification.
• Accountability: Preventing misuse and overuse – each person who implements the punishment procedure will be held accountable for its correct implementation and the avoidance of misuse or overuse.

16. As you study each assigned chapter, test your knowledge by completing the practice test and chapter quizzes found at the end of the chapters
• Learn the Key Terms found at the end of each chapter - you will receive extra credit points for turning these in!
• Complete all the assignments in the assignment folder.
• Use the resources in the resource folder - found in the discussion forum - to help you supplement the contents of the chapter (also helpful when answering the unit assignment questions).

17. Use these hints to help you get the most out of your time.
• Pre-read: read any objectives, learning points, summary boxes, headers, images and charts.
• Think about what point the author is trying to make. As you read through the chapter, see if you
• Review the discussion question(s) and look for this information as you read.
• Read through the unit assignment questions.
• Highlight and make notes as you read in order to complete these questions.
• Read the following lecture notes:

c. Discussion Assignment: Please go directly to the discussion board to answer these questions. Remember to respond/participate with your classmates.
1. Describe the differences between extinction, time-out, and response cost.
2. Do you think a teacher would find overcorrection or contingent exercise more acceptable for use in the classroom? Explain why you chose the answer you did.

d. Written Assignment: (C1, 3, 5-16, 18, 19; F1, 2, 5-13):
1. Define antecedent control procedures, and discuss the six (6) types.
2. Three research studies involving antecedent control strategies are discussed in your book. Pick one, and thoroughly, but concisely, discuss it.
3. Briefly discuss the three (3) functional, non-aversive approaches to intervention for a problem behavior.
4. In your own words, define time-out, the types of time-out, and the eight (8) considerations when using time-out.
5. What is a response cost? What are the four (4) considerations in using response cost?
6. Various types of positive punishment procedures use different types of aversive activity. Briefly discuss each of them.
7. There are six (6) considerations when using positive punishment. Describe each of these.
8. There are eight (8) ethical considerations to consider before using punishment. List and briefly describe each of them.
9. What is your opinion of punishment as a behavior modification technique? Is this something you would use in your personal or professional life?

F. Module 7:

1. **Learning Outcomes** Upon successful completion of this module, the student will be able to (C 1, 3, 5-16; F 1, 2, 5-12):
   - Identify the strategies that can be used to promote generalization of behavior change.
   - Determine the role natural contingencies of reinforcement have in generalization.
   - State the aspects of the stimuli used in training that are important in promoting generalization.
   - Apply the procedures for promoting generalized reduction in problem behaviors to situations.
   - Apply self-management as it applies to modification of a problem behavior.
   - Determine the social support that would be beneficial as a component of self-management.
   - State different types of self-management strategies.
   - Identify the steps involved in a self-management program.
   - Define habit behaviors, token economies, and cognitive behaviors.
   - State advantages and disadvantages to a token economy.
   - Identify components of habit reversal procedures, token economies, and behavioral contracts.

2. **Learning Activities** (C1, 3, 5-16, 18, 19; F1, 2, 5-12):
   a. **Read:**
      - Chapter 19: "Promoting Generalization"
      - Chapter 20: "Self-Management"
      - Chapter 21: "Habit Reversal Procedures"
   b. **Lecture Notes:**
      1. Identify the strategies that can be used to promote generalization of behavior change.
         - Reinforcing instances of generalization
         - Training skills that contact natural contingencies of reinforcement
• Modifying natural contingencies of reinforcement and punishment
• Incorporating a wide range of relevant stimulus situations in training
• Incorporating common stimuli
• Teaching a range of functionally equivalent responses
• Incorporating self-generated mediators of generalization

2. Determine the role natural contingencies of reinforcement have in generalization.
• This allows reinforcement in instances where reinforcement is not available from a therapist or the implementer of behavior modification – natural contingencies are reinforcers that occur naturally in an environment, such as the increase of friendships when aggressive behavior goes down

3. State the aspects of the stimuli used in training that are important in promoting generalization.
• Training the learner to respond to sufficient stimulus exemplars
• If the learner is trained to respond correctly to a range of relevant stimulus situations (situation exemplars), the behavior is more likely to generalize to all relevant stimulus situations.

4. Apply the procedures for promoting generalized reduction in problem behaviors to situations.
• Identify the target stimulus situations for the behavior
• Identify natural contingencies of reinforcement for the behavior
• Implement appropriate strategies to promote generalization
• Measure generalization of behavior change

5. Apply self-management as it applies to modification of a problem behavior.
• No note written – application oriented

6. Determine the social support that would be beneficial as a component of self-management.
• Social support occurs when significant others in a person’s life provide a natural context or cues for the occurrence of the target behavior or when they naturally provide reinforcing consequences for the occurrence of the target behavior

7. State different types of self-management strategies.
• Goal Setting and Self-Monitoring
• Antecedent Manipulations
• Behavioral Contracting
• Arranging reinforcers and punishers
• Social support
• Self-instructions and self-praise

8. Identify the steps involved in a self-management program.
• Making the decision to engage in self-management
• Defining the target behavior and competing behaviors
• Goal Setting
• Self-monitoring
Functional Assessment
Choosing appropriate self-management strategies
Evaluating change
Reevaluating self management strategies
Implementing maintenance strategies

9. Identify habit behaviors and compare and contrast that to a habit disorder.
   - Nervous habits, motor tics, stuttering
   - The difference between a habit behavior and a habit disorder is that a habit behavior does not interfere with the daily functioning of the client. Once the behavior begins to interfere with daily functioning, then it turns into a disorder – once the intensity of the behavior becomes extreme

10. Name the categories of habit behaviors.
    - Nervous habits – involve repetitive, manipulative behaviors that are believed to most likely occur when the person experiences heightened nervous tension
    - Motor Tics – repetitive, jerking movements of a particular muscle group in the body
    - Vocal Tics – repetitive vocal sounds that do not serve a social function
    - Tourette’s Disorder – tic disorder involving multiple motor and vocal tics.
    - Stuttering – a type of speech dysfluency in which the person repeats words or syllables, prolongs the sound of a word or syllable, or blocks on a word (make no sound for a period of time while trying to say a word.

11. Identify the components of a habit reversal procedure.
    - Awareness training
    - Competing response training
    - Social support
    - Motivation procedures

12. Apply the habit reversal procedure to the categories of habit behavior.
    - No Note Written – application oriented

13. State how the habit reversal procedure works in a given situation.
    - The two most effective components are awareness training and competing response

14. As you study each assigned chapter;
    - Test your knowledge by completing the practice test and chapter quizzes found at the end of the chapters
    - Learn the Key Terms found at the end of each chapter - you will receive extra credit points for turning these in!
    - Complete all this assignments in the assignment folder.
    - Use the resources in the resource folder - found in the discussion forum - to help you supplement the contents of the chapter (also helpful when answering the unit assignment questions).
15. Use these hints to help you get the most out of your time.
   - Pre-read: read any objectives, learning points, summary boxes, headers, images and charts.
   - Think about what point the author is trying to make. As you read through the chapter, see if you can deepen your understandings.
   - Review the discussion question(s) and look for this information as you read.
   - Read through the unit assignment questions.
   - Highlight and make notes as you read in order to complete these questions.

c. **Discussion Assignment**: Please go directly to the discussion board to answer these questions. Remember to respond/participate with your classmates. (C1, 3, 5-16, 18, 19; F1, 2, 5-13):
   1. Make up an example, or use one from your experience, that describes a successful use of generalization and one that describes a failure.
   2. Describe a behavioral excess or deficit that you have. State the excess or deficit, and how you could use a self-management plan to change this behavior.

d. **Written Assignments**: (C1, 3, 5-16, 18, 19; F1, 2, 5-13):
   1. In your own words, define generalization, and then discuss the seven (7) strategies for promoting generalization of behavior change.
   2. Discuss the four (4) guidelines to implementing strategies to promote generalization.
   3. Attention must be paid to four (4) guidelines to achieve a generalized reduction in problem behaviors. Discuss these guidelines.
   5. There are six (6) types of self-management strategies. In your own words, describe each of these.
   6. Briefly and concisely explain the steps in a self-management plan.
   7. Describe the three (3) types of habit behaviors. Give an example of each - come up with one on your own - do not use the ones in the text.
   8. Discuss the habit reversal components.
   9. Do you have a habit you would like to break, or can you imagine a habit that would need to broken? Discuss how you would use the information in this lesson to break a habit.

G. **Module 8**

1. **Learning Outcomes** Upon successful completion of this module, the student will be able to (C 1, 3, 5-16; F 1, 2, 5-12):
   - Define habit behaviors, token economies, and cognitive behaviors.
   - State advantages and disadvantages to a token economy.
   - Identify components of habit reversal procedures, token economies, and behavioral contracts.
Discuss various types of relaxation training procedures and self-management strategies.
Define and apply the components of a behavioral contract.
Compare and contrast the two types of behavioral contracts.
Discuss how a behavioral contract is negotiated.
State how a behavior contract influences behavior.
Compare and contrast fear and anxiety.
Discuss the components of the various relaxation training procedures, systematic desensitization, in vivo desensitization and the advantages/disadvantages of each.
State the definition of cognitive behavior and identify its function.
Give an example of cognitive restructuring and state how it is used in cognitive behavior modification.
Discuss how self-instructional training is done and its advantages/disadvantages.

2. Learning Activities (C1, 3, 5-16, 18, 19; F1, 2, 5-12):
   a. Read:
      - Chapter 22: "The Token Economy"
      - Chapter 23: "Behavioral Contacts"
      - Chapter 24: "Fear and Anxiety Reduction Procedures"
      - Chapter 25: "Cognitive Behavior Modification"
   b. Lecture Notes:
      1. Define token economies, and cognitive behaviors.
         - Token Economy – a token is delivered immediately after a desirable behavior and is later exchanged for back up reinforcers. Because the token is paired with other reinforcers, it becomes a conditioned reinforcer that strengthens the desirable behavior it follows.
         - Cognitive Behaviors – see Learning Outcome #16
      2. State advantages and disadvantages to a token economy.
         - Advantages
            - Tokens can be used to reinforce the target behavior immediately after it occurs
            - A token economy is highly structured; therefore, desirable target behaviors often are reinforced more consistently
            - Tokens are generalized conditioned reinforces because they are paired with a variety of other reinforcers. As a result, tokens function as reinforcers regardless of any specific establishing operation that may exist for a client at any time.
            - Tokens are easy to dispense and easy for the recipients to accumulate
            - Token reinforcement can be quantified easily, so different behaviors can receive a greater or lesser magnitude or reinforcement (more or fewer tokens)
Response cost is easier to implement in a token economy because the recipient has accumulated tokens that may be removed contingent on the occurrence of the problem behavior. The recipient can learn the skills involved in planning for the future by saving tokens for larger purchases.

- **Disadvantages**
  - Time and effort
  - Cost
  - Staff training and management

3. **Identify components of token economies and behavioral contracts.**

   - **Token Economies**
     - The desirable target behaviors to be strengthened
     - The tokens to be used as conditioned reinforcers
     - The backup reinforcers to be exchanged for the tokens
     - A reinforcement schedule for token delivery
     - The rate at which tokens are exchanged for the backup reinforcers
     - A time and place for exchanging tokens for backup reinforcers
     - In some cases, a response cost component, in which the undesirable target behaviors to be eliminated are identified, along with the rate of token loss for each instance of these behaviors

   - **Behavioral Contracts**
     - Identifying the target behaviors
     - Stating how the target behaviors will be measured
     - Stating when the behavior must be performed
     - Identifying the reinforcement or punishment contingency
     - Identifying who will implement the contingency

4. **Discuss various types of relaxation training procedures**

   - Progressive muscle relaxation – the person systematically tenses and relaxes each of the major muscle groups in the body
   - Diaphragmatic breathing – the person breathes deeply in a slow rhythmic fashion
   - Attention-focusing exercises – produces relaxation by directing attention to a neutral or pleasant stimulus to remove the person’s attention from the anxiety-producing stimulus.
   - Behavioral relaxation training – the person is taught to relax each muscle group in the body by assuming relaxed postures. Similar to PMR, but the person does not tense and relax each muscle group.

5. **Apply the components of a behavioral contract.**

   - No Note Written – application oriented

6. **Compare and contrast the two types of behavioral contracts.**

   - One party contracts – one person seeks to change a target behavior and arranges reinforcement or punishment contingencies with a contract manager who implements the contingencies
• Two party contracts – both parties identify target behaviors for change and the contingencies that will be implemented for the target behaviors. They are written between two people who have some relationship with each other.

7. Discuss how a behavioral contract is negotiated.
• One party – the contract manager negotiates with the client until they agree upon an acceptable level of the target behavior, the appropriate consequences, and the time frame of the contract.
• Two Party – usually a third party helps with the negotiation.

8. State how a behavior contract influences behavior.
• Behavioral consequences
• Public commitment
• Rule governed behavior
• Establishing operations

9. Compare and contrast fear and anxiety.
• Fear - is composed of both operant and respondent behavior. Typically, a person is afraid of a particular stimulus or stimulus situation. When the stimulus is present, the person experiences unpleasant bodily responses (autonomic nervous system arousal) and engages in escape or avoidance behavior.
• Anxiety – the bodily responses are respondent behaviors – the autonomic nervous system involved in anxiety is an establishing operation that makes it more likely that the person will engage in escape or avoidance behavior at that time.

10. Discuss the components of the various relaxation training procedures, systematic desensitization, in vivo desensitization and the advantages/disadvantages of each.
• Relaxation training procedures – See Learning Outcome #9
• Systematic desensitization – the person with a phobia practices relaxation while imagining scenes of the fear-producing stimulus.
• In vivo desensitization – similar to systematic desensitization, except that the client gradually approaches or is gradually exposed to the actual fear-producing stimulus.

11. State the definition of cognitive behavior and identify its function.
• Cognitive behavior – verbal or imagined responses made by the person that are covert and thus not observable to others.
• Functions
  o Cognitive behaviors may be distressing
  o They may function as a conditioned stimulus that elicits an unpleasant conditioned response
  o Can function as a Sd for desirable behaviors
  o Can function as establishing operations that influence the power of consequences to function as reinforcers or punishers
  o May also function as reinforcing or punishing consequences when they follow some other behavior

12. Give an example of cognitive restructuring and state how it is used in
cognitive behavior modification.

- Cognitive restructuring –
  - Helping the client identify the distressing thoughts and the situations in which they occur
  - Helping the client identify the emotional response, unpleasant mood, or problem behavior that follows the distressing thought
  - Helping the client stop thinking the distressing thoughts or helping the client think more rational or desirable thoughts.

13. Discuss how self-instructional training is done and its advantages/disadvantages

- Self-instructional training –
  - Identify the problem situation, define the desirable behavior to be increased, and identify competing behaviors
  - Identify the self-instructions to be used in the problem situation

14. As you study each assigned chapter, test your knowledge by completing the practice test and chapter quizzes found at the end of the chapters.

- Learn the Key Terms found at the end of each chapter - you will receive extra credit points for turning these in!
- Complete all the assignments in the assignment folder.
- Prepare for and take your third exam. Find the Non-Proctored exam link on the course menu on the left-hand side of the page.
- Use the resources in the resource folder - found in the discussion forum - to help you supplement the contents of the chapter (also helpful when answering the unit assignment questions).

15. Use these hints to help you get the most out of your time.

- Pre-read: read any objectives, learning points, summary boxes, headers, images and charts.
- Think about what point the author is trying to make. As you read through the chapter, see if you can deepen your understandings.
- Select the discussion question(s) you will answer and look for this information as you read.
- Read through the unit assignment questions.
- Highlight and make notes as you read in order to complete these questions.

c. Discussion Assignment: Please go directly to the discussion board to answer these questions. Remember to respond/participate with your classmates.

1. Describe a token economy. Identify the target behavior, items used as tokens, and the backup reinforcer.
2. Develop a simple behavioral contract with a real or made up person. Be sure to include all components.
3. Your text lists two other treatments for fears…pick one, briefly describe it, then give a real or made up example of how you would use it.

d. Written Assignment: (C1, 3, 5-16, 18, 19; F1, 2, 5-13):
1. Define a token economy, and, in your own words, describe the steps involved in implementing a token economy.

2. When would it be appropriate to use response cost with a token economy? Explain.

3. List at least 3 advantages to using a token economy, and what you see as the greatest disadvantage to using a token economy.

4. Explain why you would use a behavioral contract, and briefly explain, in your own words, the parts of a behavioral contract.

5. Explain why behavioral contracts work. What would keep a behavioral contract from being effective?

6. What is the difference between fear and anxiety?

7. Pick two (2) of the relaxation training procedures, and briefly explain how you would use one to reduce a fear and the other to reduce an anxiety in a client.

8. Describe the three (3) steps in using systematic desensitization, and give a brief example of how you would use this to reduce a fear or anxiety. Explain how it will differ from using in vivo desensitization.

9. What is cognitive behavior, and how does it differ from our regular, overt behaviors? Why would we want to help a person change their cognitive behavior?

10. Briefly, in your own words, describe each of the cognitive behavior modification procedures. Pick one, and give an example of how you would use it to help a client change their cognitive behaviors.

11. Pick an area you have studied in this lesson and describe how you can use it in your personal and/or professional life.