Seventh Edition

Behavior Management

Mark H. Kavanaugh, Ph.D.

CourseBook Series

The CourseBook Series is the product of Dr. Mark H. Kavanaugh. Dr. Kavanaugh is a Professor of Psychology and Social Sciences at Kennebec Valley Community College. The CourseBooks contain the teaching content for each course.

Format

While definitively designed for digital distribution, each CourseBook is available in a number of formats. Distribution of the multi-touch ebook version is done exclusively through Apple Books. These CourseBooks may be purchased and downloaded directly to any iOS or Mac device.

Print versions of the CourseBooks are also available and are distributed through Amazon Kindle Unlimited.

Editing and Errors

Dr. Kavanaugh has written and edited all of this material but he is a horrible editor. He also cannot afford to have the work professionally reviewed. Mistakes, misspellings, broken links, and other errors may exist. Readers are encouraged to contact Dr. Kavanaugh directly to inform him of these errors for the next edition!

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Special Assignments

How this CourseBook Works

The content of this CourseBook aligns with activities, expectations, and assignments that are found in the KVCC Learning Management System (LMS).

Students are expected to read and absorb the information in the CourseBook, read and review any textbook or other reading assignments, review the Assessment expectations outlined in each CourseBook Chapter, and participate in the expectations set by the instructor of the course in the LMS.

Chapter Organization

Each Chapter has been organized using an instructional design model called ALOTA, provides an outline of course materials that adheres to long-standing instructional design theory for adult learners. ALOTA is a personal creation of mine but it is greatly influenced by

Gagne's Nine Events of Instruction

ALOTA

ALOTA is an acronym for the four essential parts of a lesson plan (or, in this case, chapter):

Attention

Learning Outcomes

Teaching

Assessment

Each Chapter in the CourseBooks series is organized in this manner in order to guide students through the material they are expected to learn.

Attention

Images, videos, text, and/or activities that bring readers into the focus of the lesson.

Learning Outcomes

Adhering to the language of Blooms Taxonomy of Learning Objectives, this section outlines the performance-based learning outcomes for the lesson. These align with the Assessment section of each lesson.

Teaching

This section can contain any variety of resources including text, lectures, recordings, videos, and links that pro-

vide a pathway through material to assist students in readying themselves for the Assessments.

Assessments

This section outlines assignments for students to demonstrate learning. In my courses there are generally three types of assessments:

- Online Discussions - Interactive message boards that allow students to post a response to an instructor's prompt, view others' responses, and interact with other students.

- Quizzes - These contain different types of questions depending on the level of learning I want them to measure. Types of questions include: multiple choice, short answer, essay, matching, and others.

- Assignments - These usually require that the student submit a document of some kind. Often this is a paper, but it may also be a presentation, video, recorded speech, etc.

QR Codes

In order to ensure that readers of the print version of this CourseBook can still access online content, I have included QR Codes.

Most smart phones are able to scan these codes with their camera and access the online material!

Outcomes Alignment

Courses are designed to teach you a specific set of information and/or skills. These are largely determined by the specific learning outcomes through a course syllabus, in specific assignments and expectations, and in the structure of grading rubrics.

A course, however, often sits within a program that has learning outcomes associated with the expectations of external agents such as a licensing board, an accreditation body, and other agencies.

This section provides you with information on how the learning activities (assignments, discussions, quizzes, etc.) align with the learning outcomes as designated by the **American Psychological Associations** guidelines for undergraduate Psychology education and with the **American Association of Colleges and University**'s (AAC&U) VALUE structure.Outcomes Alignment

Alignment with the APA Guidelines

The American Psychological Association (APA) produces guidelines for the development of curriculum in the teaching of Psychology at the undergraduate level.

Here is a link to that document

The CourseBook series is designed to outline instructional materials and activities that demonstrate competence and knowledge in Psychology in alignment with these guidelines.

Below is a list of these outcomes. In red, you will find the unique set of assessments from this course that are specifically designed to address this outcome. Not all of the APA outcomes will be addressed in a single class, but they are addressed throughout the curriculum.

Content Knowledge and Application

- Describe key concepts, principles, and theories in psychological science

  - Chapter 3 Assignment - ABCs

- Develop a working knowledge of psychology's major subfields

  - Chapter 11 Assignment - Tokens

- Portray significant aspects of the history of psychological science

- Apply psychological content to solve practical problems

  - Chapter 4 Assignment - Games

- Chapter 10 Assignment - Chaining

- Personal Change

- Provide examples of psychology's integrative themes

  - Chapter 5 Assignment - Job Tool

Scientific Inquiry and Critical Thinking

- Exercise scientific reasoning to investigate psychological phenomena

  - Chapter 2 Assignment - Advertising

- Interpret, design, and evaluate psychological research

- Incorporate sociocultural factors in scientific research practices

- Use statistics to evaluate quantitative research findings

  - Personal Change

Values in Psychological Science

- Employ ethical standards in research, practice, and academic contexts

- Develop and practice interpersonal and intercultural responsiveness

  - Chapter 6 Assignment - Tests

- Apply psychological principles to strengthen community and improve quality of life

Communication, Psychological Literacy, and Technology Skills

- Interact effectively with others

- Write and present effectively for different purposes

  - Chapter 6 Assignment - Tests

  - Chapter 10 Assignment - Chaining

- Provide evidence of psychological literacy

- Exhibit appropriate technological skills to improve communication

  - Chapter 5 Assignment - Job Tool

  - Chapter 10 Assignment - Chaining

Personal and Professional Development

- Exhibit effective self-regulation

  - Personal Change

- Refine project management skills

- Display effective judgment in professional interactions

- Cultivate workforce collaboration skills

- Demonstrate appropriate workforce technological skills

  - Chapter 3 Assignment - ABCs

- Develop direction for life after graduation

Alignment with the AAC&U VALUE Rubrics

In addition to the Learning Outcomes associated with the APA, specific to the field of Psychology, the Department has adopted additional learning outcomes as pretend in the structure of the VALUE Rubrics produced by the Association of American Colleges & Universities (AAC&U).

VALUE stands for "Value Added Learning for Undergraduate Education" and represents a national standard for the learning that should occur in undergraduate programs.

Below is a list of the specific expectations in this course that align with these outcomes.

Civic Engagement

Creative Thinking

- Chapter 3 Assignment - ABCs
- Chapter 4 Assignment - Games
- Chapter 10 Assignment - Chaining

Critical Thinking

Ethical Reasoning

Foundational Skills for Lifelong Learning

- Chapter 11 Assignment - Tokens

Global Learning

Information Literacy

Inquiry and Analysis

- Chapter 2 Assignment - Advertising

Integrative Learning

- Chapter 5 Assignment - Job Tool

Intercultural Knowledge

- Chapter 6 Assignment - Tests

Interpersonal Communication

Oral Communication

Problem Solving

- Chapter 10 Assignment - Chaining

- Personal Change

Quantitative Literacy

- Personal Change

Reading

Teamwork

Written Communication

- Personal Change

Behavior Management

Students learn to apply behavior management techniques in their own lives and in the educational setting. Control of the antecedents and consequences of behaviors is emphasized. Study of theory and research provides a framework for practical application.

Changes made to this Edition of the CourseBook

1. Aligned course to new APA Outcomes.

2. Chapter 1 - Modified Attention section.

3. Chapter 3 - Added discussion on Operant Conditioning and Parenting.

4. Chapter 3 - Added assignment (formerly the discussion) on identifying naturally occurring ABC relationships in our lives.

5. Chapter 5 - Revised Attention section to provide a direct link to the article.

6. Chapter 10 - Changed Discussion to Assignment.

7. Chapter 10 - Created new Assignment in Chaining.

8. Deleted Appendix

9. General Edits and Clean Up.

About the Author

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Mark Kavanaugh has been writing, teaching, and integrating technology into instruction for decades. He holds a Masters in Counseling, Masters in Instructional and Performance Technology, and a Ph.D. in Educational Psychology. Mark lives in Maine with his wife Katie.
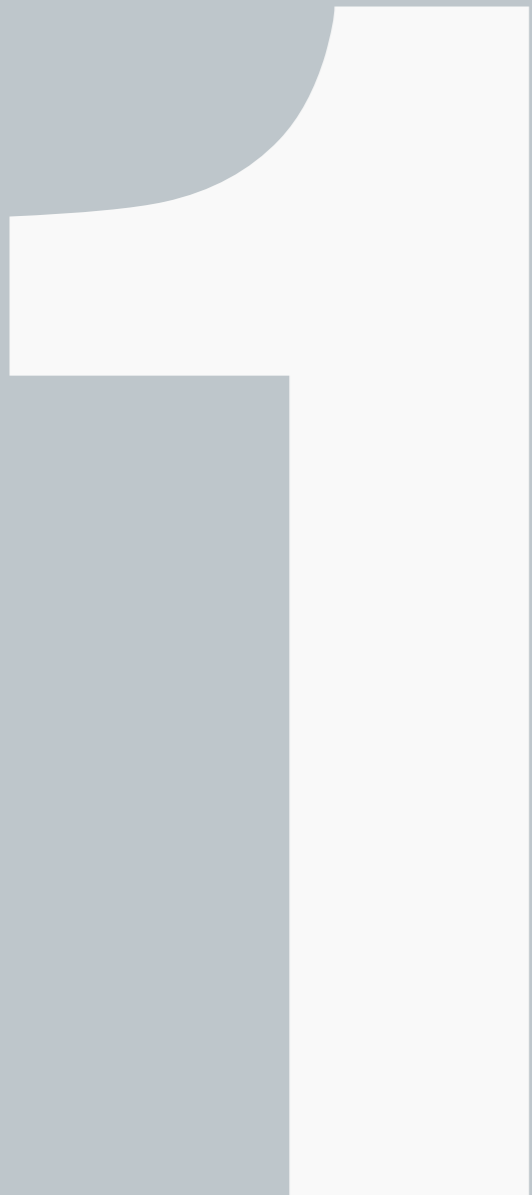
Visit Mark's Website

What is Behavior Management?

1

Attention

Social Control

Societies of all types, and most social groups (families, workplaces, schools, etc.) all have a culture that makes up the norms, values, and expectations of that group. If one wants to be a member of a group, they often have to conform to the norms, values, and expectations of that group. We are often attracted to groups because their norms, values, and expectations match our own.

Each group/society also has a system that responds to individuals who may act outside the norms, values, and expectations of the group. In general, these practices are known as **social control**.

Consider when you have acted outside the norms, values, or expectations of your group. What happened?

Politics and Social Norms

We are in age where social media is playing a part in the collective awareness of politics and social issues. Add to this the ways in which social media analyze content

through various algorithms and the amount of fake information and targeting of children on the Internet is frightening.

For the most part, social media companies have been able to act without threat of consequence.

In recent years, largely due to the MAGA political platform, the norms of political discourse have changed. Again we see the use of social media to spread constructed messages. We are also seeing a degradation in the concept of respectful political debate. Name calling, unsupported claims, and attacks on race/gender/sexuality are in the mainstream, listener beware.

I would like to think that our social norms would be powerful enough to provide fair and prompt accountability. But they are not.

Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Discuss personal history related to the term "Behavior Management" and/or "Behavior Planning".

2. Describe why some people may be motivated to do engage in dysfunctional behavior.

3. Identify the importance of teaching functional skills using Behavior Management techniques.

Teaching

Isn't that all about Punishment?

I was in a Parent/Teacher/Principal meeting about my daughter when I made the suggestion that we design a behavior management plan that we can implement both at school and at home for my daughter's behavior. Neither the teacher nor the principal had any other vision as to what behavior management was!

Perhaps that is how YOU view behavior management as well!

This is, actually, not all that surprising. Many people, including parents, grandparents, teachers, and coaches,

have haphazardly applied "behavior management". These applications have usually been focused on trying to get children to stop misbehaving in some way.

Usually the focus was on **punishment** where the child would lose a privilege (like watching TV) when they did a particular thing. There are also plenty of ways in which we bribe our kids to do things. These applications usually take the form of "If you do _____ you will get to do _____!"

You will learn that although these applications are from the field of behavior management, this is a very limited and often ineffective way to use behavior management!

The Goals of Psychology

This is a good time to review the basic goals of the entire field of psychology, because behavior management (and it's theoretical framework, operant conditioning) is and has been one the most successful intervention in the field!

The goals of psychology focus on understanding human and animal behavior so that we can do the following:

- Describe it

- Explain it

- Predict it

- Control it

Behavior management is the application of Operant Conditioning theory that describes, explains, predicts, and controls human and animal behavior.

Specifically, behavior management is an intervention used to change human behavior. It does this by ad-

dressing three very important aspects of changing hu-man behavior:

- Identifying, describing, and measuring the behavior that is to be changed.

- Determining when and where the behavior should occur.

- Addressing a person's motivation for engaging in the behavior.

If you look at these three components, there is another field that closely aligns with them....Teaching. Behavior management is, in the end, a form of teaching. We will see how far reaching Operant Conditioning theory is in another Chapter. For now, let's look at the goals and values of behavior management itself.

Goals and Values

Goals

The Goals of Behavior Management are pretty much the same as the goals of any model of helping others:

- Enjoy their lives

- Live as independently as possible

- Have a "normal" life

- Overcome problem behaviors

Values

The Values of Behavior Management are pretty straight-forward as well:

- Respect for all citizen's (civil) rights

- Person-centered support and services

- Treating all people with dignity

- Freedom from abuse and neglect

Keep in mind that these goals and values are embedded in a given society. In the goals we see controversial terms like "independent" and "normal". Who gets to define these? Can we always be "person centered"? What if a person is engaged in behavior that is ultimately self-destructive?

What about "bad" Behavior?

We often hear about behavior management when people are engaged in "bad" behavior. There is a huge behavior management system in our society called the law and criminal justice system! That system has ways of dishing out punishments for certain behaviors.

We would not want to live in a society that does not have this system in place. No one does, in fact, all social groups have a process that sociologists call "Social Control" which provides guidance and consequence to members of the social group regarding their behavior.

Think about things like the rules in a classroom or the behavioral guidelines from a church.

There are rules that tell us what we SHOULD do and there are rules that tell us what we SHOULD NOT do.

Punishment is not Behavior Management

We WILL discuss punishment and its role in these processes, but as a **teaching** model, punishment only teaches you what NOT TO DO, it does not teach you what to do.

Many instances of "bad" behavior actually come about because the person does not have a better option to achieve their goals. If a person in a classroom, for in-

stance, wants to get the attention of the teacher, but lacks certain skills, may act out (shout her name, yell, drop a book, stand up, etc.).

When people act out because they don't have or are not skilled at other ways to get their needs met, they have a deficit in their **Repertoire of Behavioral Responses**!

This means that until they learn a new way to get their needs met, they will likely continue to behave in the way they have been. We will take a deep dive into this when we cover **Functional Analysis** in a later Chapter.

Its all about Function

Behavior management is all about teaching the skills individuals need to function in their environment. Let's paraphrase our earlier information on the three aspects of changing a person's behavior. Given that a person lacks the skill to deal with a situation effectively, behavior management can be used to:

- Identify, describe, and measure the choices someone has in regard to behavioral responses.

- Determining when and where the functional behaviors should occur.

- Provide motivation for the individual to select the new (unfamiliar) behavior instead of their old (familiar) behavior.

Consider some of the times we may have difficult in learning something. It might not be that we are not smart enough or skilled enough, but that we are simply not motivated to spend the time because we find the material dry and boring.

These techniques allow us to "sweeten the deal" (even for ourselves, as we will be doing in the Special Assignment!) in order to motivate yourself to do things you don't "want" to do.

This form of **bribery** has to be used very carefully. The hope is that once we bribe a child (or ourselves) into

doing something, we will catch on to the **intrinsic rewards** of the behavior and those will take over.

This is not always the case...some of these warnings are outlined in this Psychology Today article.

What's so bad about bribing your child?

Behavioral Vacuum

Teaching Skills must the primary use of Behavior Management techniques. It makes sense that the use of punishment would change someone's behavior. Even if an intervention is successful in eliminating a "bad" behavior, it leaves the person with unmet needs and no way to get these needs met (remember, they have a deficit in their behavioral repertoire.)

This is called a **behavioral vacuum**. Vacuums tend to get filled…they tend to suck things in…with nothing to go on, the individual is more likely to engage in additional negative behavior. Behavior management provides the individual with choices on what to do instead and motives the ones that are the most functional!

Assessment

This section describes the activities and assignments associated with this Chapter. Be sure to check with your instructor as to which ones you are expected to complete.

Note regarding Discussions: These activities are primarily geared toward students who are taking the course in either an Online or Hybrid format. It is expected that students will post an answer to the prompt contained in the section below and reply to at least two other students' posts in order to obtain full credit for the discussion. All posts must be substantive and contribute to the discussion.

Note regarding Assignments: These activities entail the creation of a "document" of sorts that needs to be sent to your instructor. Most of these may be papers. All papers must be submitted to the identified "Drop Box" for the assignment and must be in either Microsoft Word or PDF format. Pay attention to expectations such as title pages and APA formatting if these are indicated in the instructions.

Other assignments may entail different types of "documents" including presentations, artwork, charts, spreadsheets, and/or movies. Instructions on how to submit these will be included in the descriptions below

Though they will not be repeated, all of the above notes should be assumed in subsequent chapters, unless otherwise indicated.

Chapter 1 Discussion - Managed

Has your behavior ever been managed? (The answer is yes!). Share your own stories as to how you have been managed in different situations (family, school, etc.). Were they "teaching moments" or did you just find ways around the rules?

Chapter 1 Quiz - Motivation

1. Motivation is a key factor in behavior management. Why may individuals be motivated to engage in dysfunctional behaviors?

2. Why is it important to use behavior management to teach functional skills? Describe why functional skills are important and speculate why using behavior management may be necessary (as opposed to other ways of teaching functional skills.)

Classical Conditioning

2

Attention

Hungry Dogs and a Bell

One of the most famous series of experiments are those conducted by Ivan Pavlov in the late 1800s. While his interest was focused on the digestive systems of his dogs, he noticed that his animals would salivate in expectation of food even when no food was present. Finding this curious he conducted various studies that identified the process of what we now know as **classical conditioning**, or learning by association.
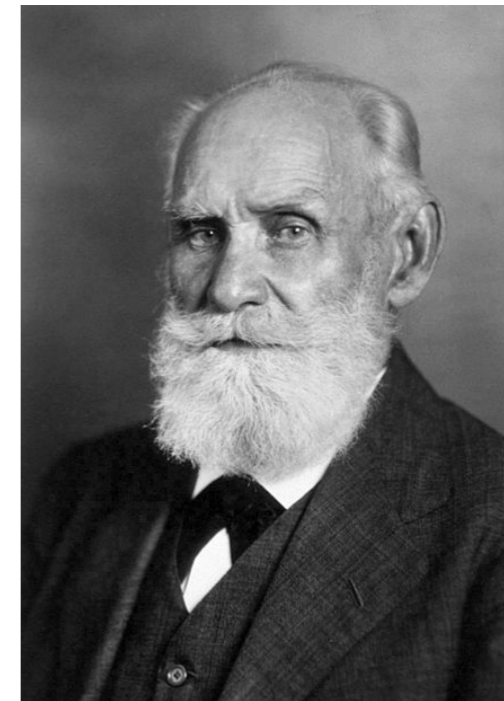
Before conditioning

unconditioned stimulus → salivation unconditioned response

Before conditioning

neutral stimulus → no salivation no conditioned response

During conditioning

bell + unconditioned stimulus → salivation unconditioned response

After conditioning

conditioned stimulus → salivation conditioned response

Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Discuss simple examples of associated learning that you have had.

2. Identify the components of classical conditioning.

Teaching

Learning by Association

Pavlov's experiments measured the process of learning by association. Most of what we know has been learned this way. Consider this example:

Apple

It is likely that you immediately recognize this term, but the internalized **schema** that you have was built upon a number of associates that have made in life.

- The alphabet itself is learned by association. This word likely appeared in one of your primary readers and someone probably sounded out each part of this word so you could first associate each letter and group of letters to a sound.

- Along with the word "apple" was a picture of an apple (the one you eat). You associated the word and the sound of the word with that image.

- You were then able to generalize this word to other types of apples that do not look like the one in the picture.

- Later you may have associated this word with a part of male anatomy, the "Adam's Apple"…which of course brings up associates with the Biblical story of Adam and Eve. Adam's bite of the apple gets caught in his throat to give us today's Adam's Apple.

- You have likely put gas in your car at a station featuring the convenience store called "The Big Apple"…which, of course, reminds you of New York City, or the Big Apple.

- Standing safely away from the gas pumps your answer your iPhone, an Apple product, and have a discussion with the Apple of your Eye, your daughter.

- You play some music on your iPhone and come across an original Beatles record published by Apple Records, but you skip through and, instead enjoy the music of Fiona Apple.

- You may recall stories of "Johnny Appleseed" (actually a missionary named John Chapman) introducing apple trees to the wilds of Pennsylvania.

- Thanks to all those apples we now enjoy Apple Pie which is not only a treat but a symbol of the American culture.

With some research, you can likely come up with a whole lot of other associations with the word Apple. All of these come to us through a process of learning by association. To distinguish it from Operant Conditioning, this type of learning is referred to as Classical Conditioning.

Terminology in Classical Conditioning

This might be a bit of review if your Introduction to Psychology class covered Classical Conditioning, but here we go!

Just as in the example of Pavlov's dog experiment in the Attention section, Pavlov conditioned dogs to respond to a formerly neutral stimulus by associating the neutral stimulus with food. Here are some terms associated with Pavlov's example.

- **Unconditioned Stimulus** (unlearned) - Food

- **Unconditioned Response** (unlearned) - Salivation

- **Neutral Stimulus** (prior to conditioning) - Bell

- **Conditioned Stimulus** (after conditioning) - Bell

- **Conditioned Response** (after conditioning) - Salivation

A great example of the process of Classical Conditioning is in advertising. When we apply this to advertising we can identify the parts of an ad and generalize how an ad works using these terms.

In a typical ad…

- **Unconditioned Stimulus** - Usually the attractive/odd/funny part of the ad.

- **Unconditioned Response** - The natural response to the attractive/odd/funny part.

- **Neutral Stimulus** - This is the product being sold.

- **Conditioned Stimulus** - After conditions the PRODUCT now elicits the same response as the unconditioned stimulus.

- **Conditioned Response** - This is the original conditioned response but NOW it is associated with the product!

Example of Classical Conditioning in an Ad

We can look at just about any advertisement and see it in light of classical conditioning. I'll go through an example to tell you how it is done. In this process we are going to identify a few things about an ad and we will use the following "Diet Pepsi" ad on the following pages to do it.

First, we want to know the Unconditioned Stimulus.

The Unconditioned Stimulus (US) is the part of the ad that creates a reaction, the attractive part, the part that will draw the attention of the target audience.

In this ad we are looking at a dock where someone has shed their extra weight and jumped into the water. How we all wish we could do that!

Now, we want to know the Neutral Stimulus (NS).

This is an easy one...the NS is ALWAYS the product. In this case, it is logo for Diet Pepsi at the bottom right. It does not need to be prominent, we will look for it.

Then, we want to know the Association.

The ad places the NS (the dock and jumping in after shedding weight) in the same place as the US (the Diet Pepsi logo). Learning occurs when we associate these together. The association links the EMOTIONAL response of the US to the NS. The advertising goal is for us to think and feel the same way when we are seeing the Diet Pepsi as we did when we see the dock. Or at least something close to that!

NOW we have a Conditioned Stimulus (CS).

The CS is NOW the product. Now that the learning has occurred, the product itself can now be called a CS because now it brings about the same response as did the dock.

Assessment

Chapter 2 Discussion - Associations

In this Chapter I provided an example of the associations I have regarding the word "Apple". Pick a term and do the same thing. List at least 6 associations with the term you select. Review others' posts prior to posting your own, there can be no duplicates.

Chapter 2 Assignment - Advertising

Purpose

The purpose of this assignment is to apply the concepts and terms of classical conditioning to the analysis of images represented in advertising. Advertising is based upon the principles of learning by association via displaying compelling images to target audiences in close association with products. Linking products with concepts such as "beauty," "popularity," "success," and even "happiness" is key to the success of this

$240,000,000,000 industry (yes, that is 240 BILLION per year, and that is only in the United States!).

By understanding the psychological factors being utilized in advertising, students may become more critical about the claims in advertising and become more informed consumers.

This is an exact duplicate of an assignment I have in my Introduction to Psychology class, but in this one, you have to locate the print ad and include the image in your paper.

Skills and Knowledge

You will demonstrate the following skills and knowledge by completing this assignment:

1. Find an example advertisement, identify key components of classical conditioning as they apply to the ad.

2. Using these components, speculate on the nature of the intended audience.

3. Write a paper in a word processor.

4. Upload the paper to the appropriate assignment dropbox.

Task

Refer to the image from a magazine advertising Coca-Cola at the end of these instructions. Using this ad as an example, identify each of the key factors in classical conditioning, including:

1. Unconditioned Stimulus

2. Unconditioned Response

3. Neutral Stimulus

4. Conditioned Stimulus

5. Conditioned Response

Outline these aspects of the ad using bullet points with a detailed description of each aspect of the ad.

In a separate paragraph, speculate, based on the nature of the ad, the potential target audience of the ad. Re-

member, the target audience includes those who are most likely to exhibit the unconditioned response in the presence of the unconditioned stimulus. Be sure to justify your answer by outlining the relationship between characteristics of the target audience and the unconditioned stimulus/response.

It is not in the rubric, but you have to include a copy of the image in your paper.

Criteria for Success

Use the following rubric as a guide to this assignment:

Title Page   10 points

Standard title page with name, date, course, college name and the name of the assignment.

Unconditioned Stimulus   10 points

Correctly identified the US

Unconditioned Response   10 points

Correctly identified the UR

Neutral Stimulus   10 points

Correctly identified the NS

Conditioned Stimulus   10 points

Correctly identified the CS

Conditioned Response   10 points

Correctly identified the CR

Essay on Audience   30 points

Sound logic and rationale for audience choice

Mechanics   10 points

Spelling, syntax, and organizational structure of the paper. Clear and organized.

Operant Conditioning

3

Attention

It's as easy as ABC...
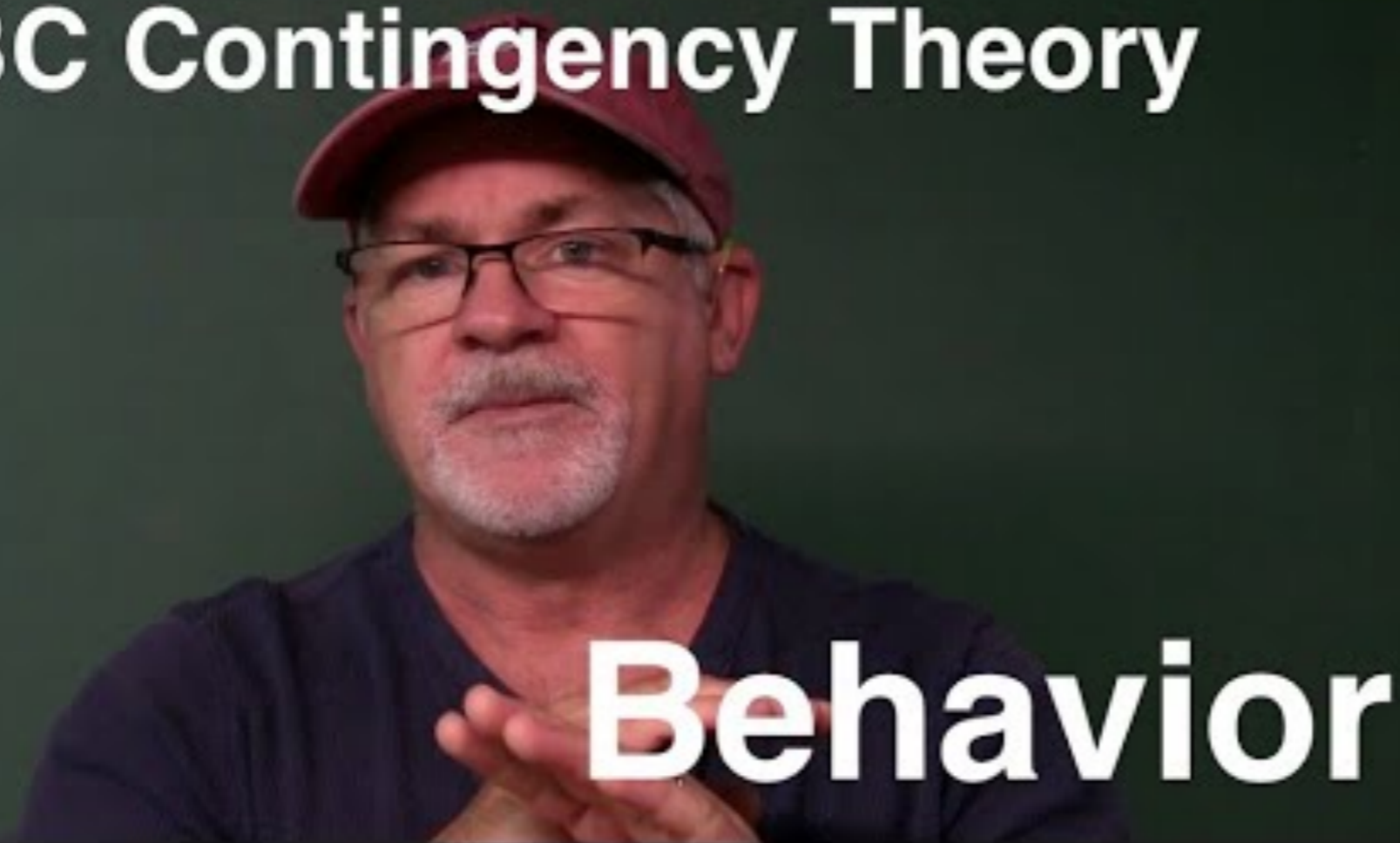

Below is a great movie explaining some of the basic principles of the ABC Contingency Theory and then my explanation.

MOVIE - The ABC Contingency Theory

Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Discuss ways in which Operant Conditioning has been applied in parenting children.

2. Explain the application of ABC theory to describe everyday events.

Teaching

Operant Conditioning

The theoretical framework of behavior management is operant conditioning. Let's get one piece of terminology taken care of right away.

Conditioning is Learning

In the previous Chapter we discussed Classical Conditioning, or Learning by Association. The word "conditioning" carries over to this Chapter as well. We can use the words "learning" and "conditioning" interchangeably. There are even some resources that cite these two theories as Classical Learning and Operant Learning.

Technically speaking, however, there is a difference. You might notice that "learning" refers to the process that is going on in the "student" whereas, "conditioning" is the activity of the "teacher". Conditioning is actually a more accurate term for this method because we

focus a bit more on the activity of the teacher. Some of this philosophy comes from the origins of operant conditioning. Let's take a look.

History of Operant Conditioning

In early American psychology, the field was dominated by the scientific introspection of the early work of Wilhelm Wundt and by the charismatic and influential ideas of Sigmund Freud. Some early scientists dismissed these theories because they involved introspection as a method (we are biased about ourselves and our experiences) and because Freud's theories resisted scientific validation.

Law of Effect

In Thordike's words…

If an association is followed by a "satisfying state of affairs" it will be strengthened and if it is followed by an "annoying state of affairs" it will be weakened.
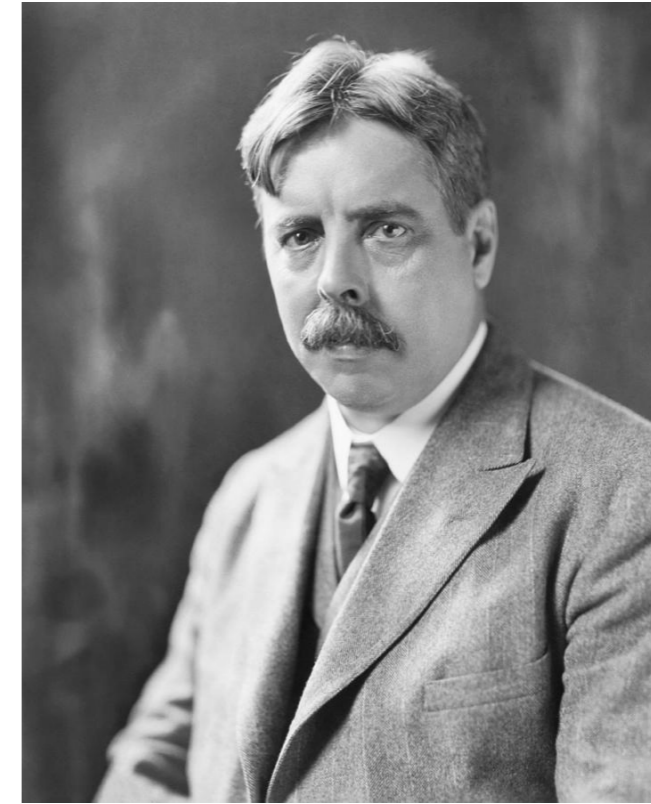
Edward Thorndike (1874-1949)

Edward Thorndike made scientific observations about human behavior and the conditions that led to them. His contribution to the field is embodied in one of the only "laws" in psychology, the Law of Effect.

In hindsight it is easy for us to acknowledge the logic of this as the effect of consequences. If something we do

brings about pain, we are less likely to do it, if it brings about pleasure, we are more likely to do it.

Thorndike's work, however, also focused on the use of animals in research (he is also famous for this.). It is important to consider that this theory did not necessarily account for a persons' internal world of thought and feelings. This is an important consideration in the original formulation of operant conditioning theory.

The Black Box

One of the euphemisms for the mind at this time was to refer to it as the "black box".
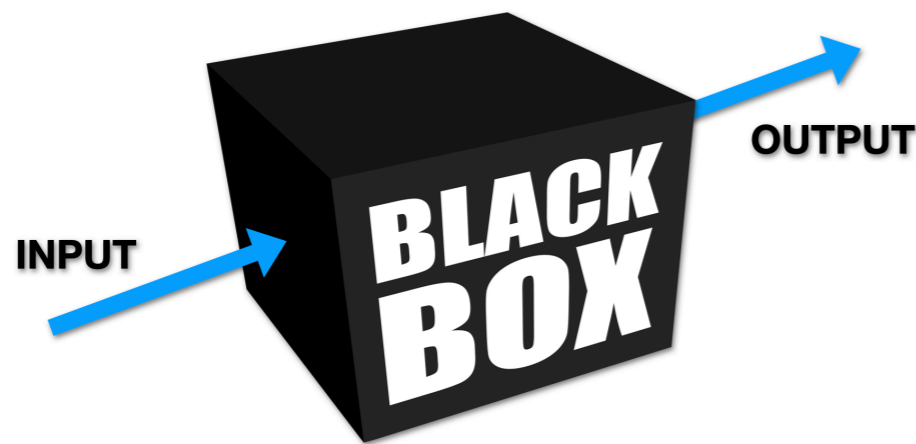
Because of the limits of science, we could only speculate about what goes on in the brain. We can, however, monitor inputs and outputs to the system and infer what is going on "in the black box" by our observations.

Many scientists felt that we should only be concerned with phenomena we could directly observe, and we can directly observe input (stimulus) and outputs (response)

John B. Watson

Thordike's work revealed the Law of Effect, but could this theory be used to explain more complex behavior like emotions? Building on Thorndike's work, John Watson established **behaviorism** as a separate discipline within psychology.

In 1913, Watson published the article "Psychology as the Behaviorist Views It"…also known as the Behaviorist Manifesto.

John Broaduss Watson (1878-1958)

Psychology as the behaviorist views it is a purely objective exper-imental branch of natural science. Its theoretical goal is the pre-diction and control of behavior. Introspection forms no essential part of its methods, nor is the scientific value of its data depen-dent upon the readiness with which they lend themselves to in-terpretation in terms of consciousness. The behaviorist, in his ef-forts to get a unitary scheme of animal response, recognizes no dividing line between man and brute. The behavior of man, with all of its refinement and complexity, forms only a part of the be-haviorist's total scheme of investigation.

Psychology as the Behaviorist Views It (Full Article)

Watson applied his viewpoint to the study of language, speech, memory, and emotions. He felt that all of these aspects of the human experience were conditioned and further criticized any theory of these things that ex-tended beyond the ability to directly observe and mea-sure them. He truly felt the "black box" was not the object of study of the psychologist.

MOVIE - Watson's Theory of Behaviorism

Little Albert

One of Watson's most famous experiments was those with Little Albert. As controversial as this experiment is now, it did establish that one could condition (or teach) an emotion, such as fear, but that this learned fear could generalize to other conditions, objects, and situations.

Burrhus Frederic Skinner

B.F. Skinner was a professor of psychology at Harvard University and, among other things, developed what we know today as Operant Conditioning.

Skinner's main contribution focuses on what he called **operant behavior**. He used the term "operant" because he felt that behavior occurred because antecedents and consequences "operated" or modified them. Skinner believed that if we could determine all the antecedents and all the consequences in a given system, we could control behavior.

B.F. Skinner (1904-1990)

Skinner applied his scientific methods to examine, with precision, the impact of both antecedents and consequences on behavior. He clearly defined what he called "reinforcement" and "punishment" not by the nature of the stimulus itself, but by the **effect** it has on behavior (a certain nod to Thorndike's Law of Effect.)

We will return to the detailed work of B.F. Skinner when we talk about the ways in which we can modify

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response and reinforcement schedules to shape individual behavior.

ABC Contingency Theory

Conveniently, the three components of Skinner's theory begin with the letters, A, B, and C, giving us a very easy way to remember the model. As a model of psychological functioning we recognize that it successfully addresses the goals of psychology. In fact, it is one of very few models in psychology that is so effective at addressing each and every goal in psychology. Especially in controlling behavior.

The goals of psychology theory are as follows:

- Describe human behavior.

- Explain human behavior.

- Predict human behavior.

- Control human behavior.

Behavior Management, and specifically the ABC Contingency Theory have been the most successful at reaching each of these goals. We will be learning how to manipulate the factors associated with the ABC Contingency Theory in order to bring about behavior change in others.

The ABC Contingency Theory (called the ABC Theory from this point on) defines three components to any behavior observation:

- Antecedents (the circumstances, place, or situation in which the behavior occurs)

- Behavior (the actual behavior itself)

- Consequence (the results of that behavior)

ABCs All Around Us

Let's take a moment to see how well the ABC theory **describes** behavior.

Consider the following ABC descriptions of everyday behavior:

A = I'm at a store and I'm thirsty

B = I buy a soda

C = I quench my thirst

A = The alarm clock rings

B = I get up

C = I make it to work on time

You can clearly see that the model can be used to describe many aspects of our daily lives.

In the following movie, I demonstrate how the ABC Contingency Theory is so effectively describes our world.

MOVIE - ABC Contingency in Daily Life

Assessment

Chapter 3 Discussion - Parenting

Shaping children's behavior with rewards and punishments predates the science of behaviorism! Share stories of how these techniques were used on you (effective or non-effective) and how you have attempted to use them yourself on your own kids (effective or non-effective).

I would assume that some in this class have experienced a degree of abuse that was camouflaged as behavior management. In the context of this class, I would prefer you did not describe these situations. They are great examples of poor behavior management and parenting behavior, but they may also create barriers to learning.

Chapter 3 Assignment - ABCs

Purpose

The purpose of this assignment is to demonstrate how the ABC contingency theory can be used to meet the goals of Describe, Explain, and Predict behavior.

You will be creating a presentation slide show (using MS Powerpoint or Apple Keynote) that demonstrated three different ways in which the ABC contingency theory applies in your life. As a presentation, there are a number of expectations:

1. The first slide is much like a title page.

2. The slides include attractive graphics and use symbols to represent meaning.

3. The slides do not contain a lot of text.

4. Textual explanations are included in the "Notes" part of each slide.

Skills and Knowledge

You will demonstrate the following skills and knowledge by completing this assignment:

1. Identify how Antecedents and Consequences "operate" on behaviors.

2. Explain the relationship between the As, Bs, and Cs in a slide presentation.

3. Create a compelling and attractive slide presentation.

Task

First you need to identify three separate behaviors that you engage in that would be appropriate for this assignment. Some examples of this appear at the end of the chapter.

Using presentation software such as MS Powerpoint or Apple Keynote, create a slide presentation that meets the criteria identified in the rubric below.

My preferences is that you do not use Google Slides (or any Google Doc product) as these often fail to upload to the drop box.

Criteria for Success

Use the rubric below as a guide to this assignment.

Title Slide   10 points

Includes the name of the assignment, class, your name, and date.

Behavior 1   20 points

Presentation accurately reflects how Antecedents and Consequences operate on the behavior.

Behavior 2   20 points

Presentation accurately reflects how Antecedents and Consequences operate on the behavior.

Behavior 3   20 points

Presentation accurately reflects how Antecedents and Consequences operate on the behavior.

Mechanics   30 points

Spelling, syntax, and organizational structure of the paper. Clear and organized. The slides exemplify the creative use of compelling and attractive graphics.

Antecedents - Environment

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Attention

My Problem with Classrooms

Even when I was attending one, they were filled with professionally designed objects including the alphabet, posters about nutrition, and if you were lucky, you had a hamster or a lizard in the class as well.

Consider that the goal of the teacher is to have students pay attention to what they are doing. The teacher is battling for attention against all of these things! The teacher is likely the most boring thing to look at in the room!

Perhaps it might be better to have them pay attention in here?

Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Discuss instances of violations of the expectations of place.

2. Identify why it is important to deal with behaviors in the environment in which they occur

3. Develop examples of how "rules" may prevent behavior problems

4. Create a Game Board to demonstrate engagement in learning.

Teaching

Behavior Occurs in Place

Behaviors occur in environments…and the basic principle of Behavior Management is that we **modify** the **environment** in order to bring about changes in behavior…so this is an **indirect** way of creating behavior change.

The **environment**, in this sense, is the place in which we want the behavior to occur. This can be defined as a classroom, a home, at work, at the park, in a grocery store…whatever. Behaviors occur in these places and the places themselves are a part of the antecedents in the ABC description of the behavior.

Many aspects of a place can impact behavior. The size of the space, the number of other people, distractions, light levels, temperature, noise, etc. Some places are more likely to elicit behaviors because they contain what is needed for that behavior to occur. You will see a lot more weight lifting behavior at a gym than you will

see at a theater because the gym has the right equipment for weight lifting!

Many places also have a sort of culture. They may have rules of behavior, staff with specific roles, signs indicating instructions or information, alert lights, etc. Each modifies the behavior of the individuals in that space.

You can come up with all kinds of spaces that have their unique culture. Compare a local bar to a church. How

about our behavior in the stands of our favorite sports team versus the expectations we have of behavior when we are dealing with a customer at work.

In Behavior Management, we are conscientious of, and we can manipulate the environment and space. We can create space in order to bring about the behaviors that we want.

The Color Green

Green has been found to be a relaxing color. It can lower blood pressure and heart/respiration rate.

Exactly what you want to have happen before you go on stage!

Green Rooms

You might have heard about a space called the "Green Room". A green room is the place where people may

way before they are called on stage to perform. Guests on a talk show will be in the green room until they are called up to go on.

Colors have been associated with different emotions for a very long time. We "see red" when we are angry, we are "green" with envy, and purple has always been associated with royalty.

The reason for purple's regal reputation comes down to a simple case of supply and demand. For centuries, the purple dye trade was centered in the ancient Phoenician city of Tyre in modern day Lebanon. The Phoenicians' "Tyrian purple" came from a species of sea snail now known as *Bolinus brandaris,* and it was so exceedingly rare that it became worth its weight in gold. To harvest it, dye-makers had to crack open the snail's shell, extract a purple-producing mucus and expose it to sunlight for a precise amount of time. It took as many as 250,000 mollusks to yield just one ounce of usable dye,

but the result was a vibrant and long-lasting shade of purple.

Why is Purple Royal?

Clothes made from the dye were exorbitantly expensive—a pound of purple wool cost more than most people earned in a year—so they naturally became the calling card of the rich and powerful. It also didn't hurt that Tyrian purple was said to resemble the color of clotted blood—a shade that supposedly carried divine connotations. The royal class' purple monopoly finally waned after the fall of the Byzantine empire in the 15th century, but the color didn't become more widely available until the 1850s, when the first synthetic dyes hit the market.

Engaging Activities

Speaking with many childcare providers and teachers I have repeatedly been told that "engaged children do not act out." Now, this is what we call a "truism" which means that it is likely true a lot of the time but not all the time. It is a good rule to follow.

As I write this Chapter I'm on a road trip with three small children. The total trip is 3 hours so the opportunity for them to resort to acting out to occupy their quick brains is very high! So, we brought along three tablets. Each has one and can play their own games on them. So far, so good!

The same results can be found when you plan activities well. Down time that transforms quickly to boredom can be minimized with engaging activities and planned transition times between activities. Teachers may refer to engaged time as "on task" and non-engaged time as "off task". There are any number of creative ways to keep students more "on task" than off. The applications of this principle exist in other areas of life as well.

In the world of substance use disorder there is a term called HALT. It stands for Hungry, Angry, Lonely, and Tired. The principle is that when addicts are in any of these staters of mind, and they are not able to immediately satiate these needs, they are at high risk to resort to our drug of choice.

Each of these states of mind will arise when we are NOT engaged in something. Learning how to engage in activities that will keep our mind off these immediate drives is a key practice in recovery.

Rules

Rules and rule-making introduces a whole field of study in psychology! It is, I'm fact, a developmental process. Our capacity to understand rules changes over time. If you have ever played a game with different aged children you know that very young ones do not know how

to play by the rules, greatly frustrating their older siblings! Can you tell I have a story to tell?

Many of you may remember playing Candy Land. Players move their pieces around the path of the board based on cards that they draw. These cards have colored squares on them telling the player which color block along the path to go.

Hannah (older and understand rules) was playing Candy Land with Mara (younger and did not understand rules). Early in the game Mara knew that she needed a double purple card to pass her sister and simply reached over to the deck of cards and started looking for one!

Poor Hannah could not stand for this and the argument broke out. I had to intervene and I will return to this story later when we talk about "time out"!

Our society uses all sorts of rules represented in everything from the law to the sign posted on a fence saying "Do not Enter!"

Rules can be seen as part of the environment in a behavior management scenario because they set the basic expectations for behavior (or at least outline which behaviors are NOT acceptable.)

Some rules may also be accompanied by rewards and punishments. Our traffic speed laws, for example, allow for some rewards for compliance (lower insurance rates) and some punishments for non-compliance (fines).

Some classrooms (homes and workspaces) choose to hang posters on the wall setting the stage for how behavior should be managed.

Note that the sign on the next page says "Our Classroom Rules", one of the best ways to get group compliance is to have the group come up with the rules (and consequences). You would be surprised how common these expectations are and how important they are to the group creating them!

Other Environmental Factors

Certain rooms, like stadiums and churches, have rules for behavior that we learn over time. We understand that these rules are part of the space and there are consequences for us not following the rules.

We can manipulate these things as well. Consider the following examples of the classroom, home, and work norm, values, expectations, and physical objects that manage our behavior.

Classroom Examples

- Teachers and students being prepared

- Instructions sheets

- Rubrics

- Overhead slides

- Classroom rules

- Seating arrangements.

- Well organized activities.

Home Examples

- Chore sheets

- Rules

- Communication tools such as a white board or calendar

Work Examples

- Time clocks

- Set schedules

- To do lists

- Job descriptions

- Job evaluations

- Work tools (written instructions on how to do tasks)

- Objects in a waiting room that control traffic (those ropes that make us get into line)

- Signage (bathrooms, information, etc.)

As you can see there are lots and lots of ways in which the environment **communicates** with us to tell us what is expected.

ABC and Place

One of the principal aspects of the ABC theory is that behavior occurs in a place. From the perspective of the ABC theory, all the antecedents and consequences are in that space.

This means that the behavior can, and must, be managed in that space. Students that act out in school will not benefit much from behavior management that is conducted at home.

Although a child can bring emotions, hunger, frustration from home into the classroom…the emotions, hunger, and frustrations are **in the classroom** at the time where they need to be addressed, not at home.

This should empower teachers to make changes in their own classroom to support students who are going through a rough time or are not living in optimal conditions. The solution in the classroom is in the classroom. The solution for the home is in the home.

Assessment

Chapter 4 Discussion - Place

Share stories as to the times in your life you have violated the behavior expectations of place. Be sure to share the place, your behavior, the rules it violated, and what happened!

Chapter 4 Quiz - Environments

1. Describe what it means when you say "The behavior has to be dealt with in the environment in which it occurs."
2. Provide an example of how "Rules" may be used to prevent unwanted behaviors in a child at home.

Chapter 4 Assignment - Games

Purpose

When parents and teachers are working kids of different ages, finding engaging activities that both can engage in can be difficult. Since engagement is key to managing behavior, how can we engage two different aged kids in the same activity?

Years ago, a very innovative and creative teacher taught Early Childhood Education at KVCC and she had her students create Game Boards. You are going to create a Game Board!

Game Boards are homemade games that look and work a lot like Candy Land. Your Game Board will be an engaging way for you to teach two different topics to two different aged children. If you have children to do this with, that is even better.

Skills and Knowledge

You will demonstrate the following skills and knowledge by completing this assignment:

1. Identify two different learning topics and create false cards to review those topics.

2. Create an engaging Game Board.

3. Write up the rules of the game and engage two different children in the game.

Task

Game Cards

The first thing to create are two sets of game cards. Let's say one of your children is learning how to identify different kinds of food and the other is learning to memorize their multiplication tables.

Create two sets of flash cards where one side has the question and the other side has the answer. Make sure

you have many cards in each deck but repeating questions is OK for these types of tasks.

Game Board

Here is the really creative part! Find a manila folder (you can also use wood or cardboard) to create a workable sized game board.

Pick a theme and decorate the game board using drawings, stickers, paint, etc. You might, for instance make a board full of stars, planets, and spaceships. This will depend on the shared interests of your "students". This is the engaging part of this practice.

On the board there should be a path of squares (like in Candy Land). Feel free to put "Start", "Finish", "Extra Turn", "Go Back 2 Spaces" and any other special squares.

Game Pieces

You can also create game pieces. You can get really fancy (creating some out of clay and then letting them

harden) or simple (bottle caps painted according to your theme work great).

Game Play

Game play may occur like this:

1. Players roll dice to see who goes first.

2. On their turn, players select a card with the question facing them. They are asked to answer the question. If they answer incorrectly their turn is done and the next player has their turn.

3. If they answer correctly, they roll a single dice to determine how many squares they move their game piece. Then, depending on the game, you can have them go again or the turn goes to the next player.

4. Players pick from the deck of cards for their own topics. This allows any number of players to play the same game, yet they are answering different questions to move forward!

Create a way to store the pieces, the cards, and the game board. Whenever there is something for someone to learn, you can create the cards and use the same game board.

Getting the kids (and adults) involved in the creation of the game board and cards is useful as well!

Submit this assignment in line with the rubric that follows:

Criteria for Success

Use the following rubric as a guide to this assignment:

Title Page   10 points

Standard title page with name, date, course, college name and the name of the assignment.

Description of Game   20 points

1-2 paragraphs describing the game board, pieces, and cards you developed.

Game Board Pictures   20 points

Paste a picture of the game board, pieces, and cards you developed.

Game Night   30 points

Host a game night with your "students" and summarize what happened in 1-2 paragraphs.

Mechanics   20 points

Spelling, syntax, and organizational structure of the paper. Clear and organized.

Antecedents - Communication

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Attention

Do you read the Manual?

According to studies, there are three reasons why people fail to read the product manuals.

1. Manuals are difficult to use.

2. Users are impatient.

3. Availability of manuals (online, print, etc.)

Blackler, A.L., Gomez, R., Popovic, V., and Thompson, M.H. (2014), Life is too short to RTFM: How users relate to documentation and excess features in consumer products. *Interacting with Computers*, 28(1), 27-46.

Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Discuss personal experiences with well written and poorly written instructions.

2. Design a job tool related to a complex skill that you want to teach

Teaching

Communication

One of the principle ways in which we modify others' behavior is by communicating with them! You may be familiar with the advice we get about the role of communication in relationships and it is absolutely vital!

If you want someone to do something for you, the best method is to actually ask them to do it! As obvious as this seems, many people don't ask for what they want. They may fear a negative reaction or they may feel that the individual should "already know" what they want (which makes no sense at all!)

When we use the ABC Theory to look at something as basic to life as a conversation, it reveals a very complex and rapid process of sequential ABCs. Depending on how skilled individuals are at communicating, conversations can be very productive or they can degenerate into arguments.

A typical argument between a mother and son after he arrives home past his curfew

MOM

Mom is mad because Son was late...her question is the B...it does not provide the C she hoped for so she asserts her rights (another B) then she becomes desperate and says she worries...again she does not get the desired C and she is beginning to really NAG

SON

Son isn't feeling good about being late but wants to get away with it...mom's B is his A to adopt attitude hoping to assert his manhood...doesn't work...Mom's B is his C and A to tell her to get off his case She begins to evoke emotions and challenge his man-hood... The conversations disintegrates...

A is son arrives late

B	"Where were you tonight?"	A
C A	"Nowhere!"	B
B	"I'm your mother, you need to tell me!	A C
A C	"Get off my case!"	B
B	"I worry about you!"	C A
C A	"Stop worrying about me...worry about yourself!"	B
B	"Why are you being so difficult?"	A C
C	"Why are you nagging me?"	B

The point here is to notice the interweaving ABC relationships that arise in a discussion, or in this case, an argument Each part plays a dual role as B's become A's and C's for the other person...

Let's look at the argument that erupts between a mother and son as he arrives after the set curfew (rules). Notice how one person's B is both the C and the A for the other!

Breaking down communication patterns such as this can be the role of a behavior therapist when working with two or more people who are in need of improving their communication skills. We might see phrases like "triggering" tones or words that make for some difficult communication.

Instructions

Along with conversations, instructions are part of the antecedents/environment in many settings. In school, the instructions you get represent the presentation of your teacher's expectations for what you are going to do.

Effective instructions have to be able to do two things:

1. Correctly assume what learners already know.

2. Clearly outline the behavior they are supposed to engage in to demonstrate learning.

The learning process occurs inside your head (the Black Box) so teachers design **assessments** to measure what you can do. Some of these assessments are direct observation such as "show me that you know how to change a tire on a car by changing a tire on a car."

Others may be indirect. Indirect assessments may ask you to engage in activities that demonstrate a skill using an example. This will measure your capacity with that example, but it is assumed that you can apply the same skill to other examples.

If your teacher, for instance, asks you to read an article and provide a critical review. You will demonstrate the extent to which that you can to do a critical review on

THAT article, but the assumption is that you can use that same skill to do a critical review on ANY ARTICLE.

**Instructions in this Class**

This course includes all sorts of instructions. Some are located in the syllabus, but many are located here in the CourseBook. At the need of each Chapter you have been reading a section called Assessment. In this section you are provided with instructions for Discussions, Quizzes, and Assignments. Your ability to absorb the information in this class and the clarity of the instructions contribute to the success of the assessment.

Job Tools

Job Tools are instructions, pictures, or guides used to teach a particular skill. We see them everywhere. They serve as Antecedents and provide guidance as to what is going to be acceptable behavior.

You can create job tools for nearly any task you wish...you can take pictures and place them in the document and the print instructions next to them.

I want to make a note that the two examples that I use in this chapter are the same ones I have used for ages. The curious thing is how RELEVANT instructions on VOTING and WASHING HANDS are at this point in time!
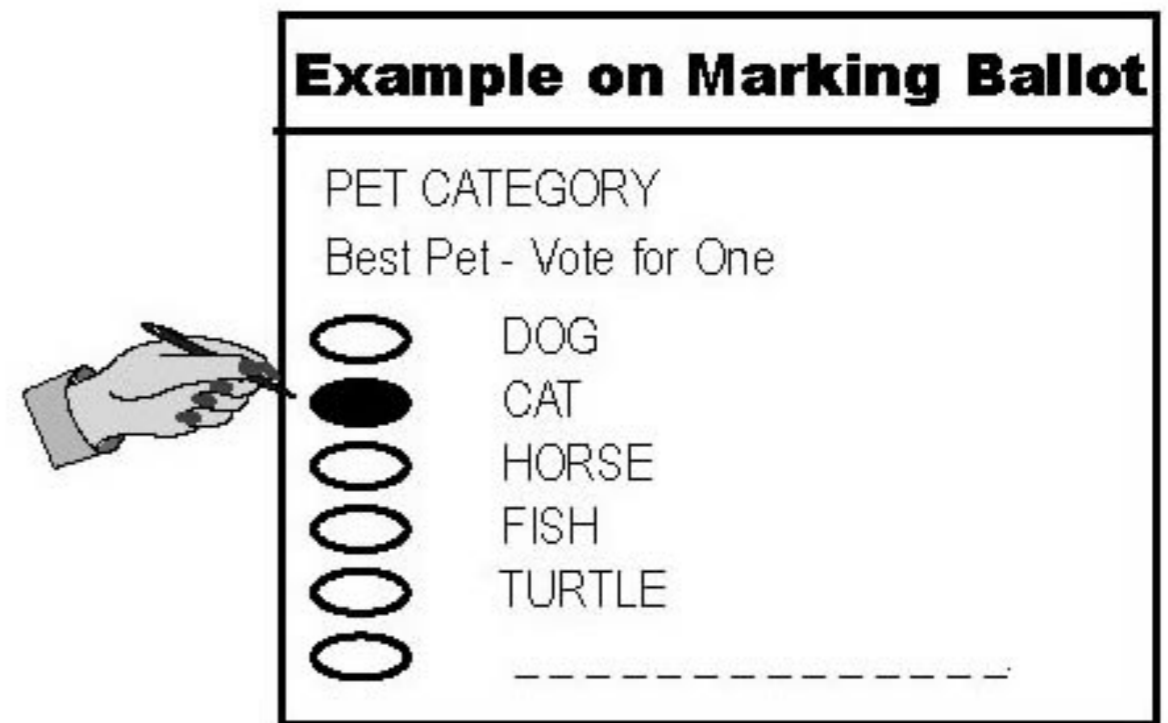
Job Tools are placed near the locations in which they are going to be used and serve as instructions for the completion of complex (or simple) tasks. The goal of having a Job Tool is to increase the likelihood that the task will be completed the same way each time. Sometimes this is very important...like when you vote!

For many years I worked with individuals with intellectual disabilities. These individuals had cognitive barriers that limited their ability to track the steps on a complex skill. Just as when we first learned how to brush our teeth or wash our hands, the steps were difficult to remember.

I remember finding or drawing pictures to depict specific skills including washing hands, putting dishes away, and doing laundry.

START→

1. Wet hands

2. Soap (20 seconds)

3. Scrub backs of hands, wrists, between fingers, under fingernails.

4. Rinse

5. Towel dry

6. Turn off taps with towel

HAND WASHING STEPS

In general, the Antecedents are all the circumstances that create the opportunity for the behavior. The identify when, where, with who, with what, how, etc...behavior is to be performed.

When we are identifying the Antecedents in an ABC relationship we often identify the place, time, and cues to remind the individual to engage in the behavior. We essentially set the stage…

When _____ happens, do _____

Here are a list of examples of the kinds of A's that can be utilized in Behavior Management, but the list is endless!

- "Given 3 worksheets to complete Billy will...."

- "Every Tuesday at 5 PM Sally will..."

- "Each time Hank meets with his 1:1 counselor he will..."

- "Each day that homework is due Mara will..."

- "Each morning after breakfast I will..."

- "Each anniversary of my wedding I will..."

- "Using the attached instructions on cleaning a room, Hannah will..."

- "Three times a week, I will..."

- "Given four chances to get it right, Billy will..."

- "On Mondays, Tuesdays, and Thursdays Mom will..."

- "Each time I feel angry I will..."

- "Upon completion of this lesson's material students will..." (sound familiar??)

As you can see...these statements "set the stage" and determine the circumstances under which the behavior will occur. They are simple, but they are vital.

Assessment

Chapter 5 Discussion - Instructions

Recall your experiences with instructions in school. Have there been times when the instructions were really bad? Really good?

Share stories about how difficult (or easy) it was to complete an assignment depending on the clarity of the instructions.

Chapter 5 Assignment - Job Tool

Purpose

The purpose of this assignment is to allow you to demonstrate the ability to use words, symbols, and pictures to create a "Job Tool" for a task.

This is a skill that is applicable to many situations including teaching, working with children, leaving instructions for others, etc.

Skills and Knowledge

You will demonstrate the following skills and knowledge by completing this assignment:

1. Break down a task into learnable elements.

2. Research and locate appropriate images and symbols to support your job tool.

3. Constructing an attractive and effective job tool for a task.

Task

In this assignment I want you to create a "Job Tool" that shows how to complete a task for a particular individual. When you create a job tool you have to keep in mind the developmental level of the individual and adjust the job tool so that the person can use it independently.

Criteria for Success

Use the rubric below as a guide to this assignment.

Job Tool   70 points

Tool teaches the task in an age appropriate manner.

Design   30 points

Artistic and creative elements.

Defining Behavior

6

Attention

10 Commandments

Thou shalt have no other gods before me

Thou shalt not make unto thee any graven image

Thou shalt not take the name of the Lord thy God in vain

Remember the sabbath day, to keep it holy

Honor thy father and thy mother

Thou shalt not kill

Thou shalt not commit adultery

Thou shalt not steal

Thou shalt not bear false witness against thy neighbor

Thou shalt not covet

In Christian tradition God communicates his rules for living in the form of the Ten Commandments. They are pretty clear, yet poor behavior continues to happen

among those who are believers. There is a behavioral reason for that!

You see, seven out of the ten commandments are in the format of "Thou shall not…"

That makes it clear what we are supposed to NOT do, but it does not make it clear what I'm supposed to do instead! If I am envious (covet) of the car my neighbor bought, what am I supposed to do when I feel like "Coveting"? No guidance comes from the Ten Commandments.

We will learn about the **Behavior Vacuum** that happens when we are only provided with "Thou shall not…" statements.

God's Behavior Management Planning

If I can be a bit sacrilegious for a bit…again in the Christian tradition, God has attempted to manage human behavior a number of times. The first two attempts didn't work out very well.

In the beginning the only rule was that we were told **Do not eat of the Tree of Knowledge**.

We all know what happened then!

Next came the **Ten Commandments**. People have been finding ways around the "Thou shall not…" statements since they came out!

Finally, Jesus comes along and says two things:

Love the Lord your God with all your heart, all your soul, and all your mind.

Love your neighbor as yourself.

In behavior management, these represent much better behavior descriptions.

From a behavioral perspective we see the resistance to authority and curiosity (we ate from the tree) in the first instance, behavior vacuum (we find ways around the rules) in the second instance, and non-specific behaviors (who is our neighbor type questions) in the third instance.

God may be trying to be a better behavior manager, but we are still not doing well!

Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Discuss the circumstances under which we do not use appropriate descriptions for behavior

2. Write measurable behavior descriptions

3. Analyze behavior descriptions utilizing the Dead Man Test and the Stranger Test

Teaching

Getting Specific

All of you likely know that if you tell your child to go clean their room it will most likely not be **your** kind of clean. The reason for this is that the term "clean" means something different to your child than it does to you. In fact, we all have a different idea as to what "clean" means. For your request to work your child needs to know **exactly** what **you** mean by clean.

When we are engaged in the activity of behavior management we are usually addressing a behavior that we want to see more or a behavior that we want to see less. We develop a plan using the ABC Theory but is vital that we are very clear as to what the behavior is.

Three problems occur in many behavior plans:

- Plans are written where the behavior is not even identified

- Plans are written and the descriptions of the behaviors are not specific enough

- Plans are written for people to NOT do something

In the following sections we will review some of the common issues associated with wrongful applications of these methods. These include:

- A focus on the results of behavior instead of on the behavior itself.

- Non-specific Behaviors.

- Behavior Vacuums.

- Skill Development

Focus on Results of Behavior

One of the most common mistakes made in behavior management is to focus on the results of behaviors rather than the behaviors themselves. Many times these are written out as goals, but goals are not behaviors. Let's look as some examples:

Goal - Billy will get at least a B in all his classes.

You may surmise that getting a B is a good goal, but it does not describe the behavior that Billy needs to engage in to get the Bs. (Note that in a comprehensive plan there is no problem with providing a special reward for Billy's success in getting all Bs, but our planning will focus on the successive behaviors that Billy is going to engage in - likely the lack of specific behaviors he is engaging in that have kept him from getting Bs.)

Depending on the specific behaviors that Billy needs to work on, behaviors that we identify for planning purposes may include:

- Billy will be present in class each day.

- Billy will complete all the worksheets assigned by his teacher each day.

- Billy will attend 2 hours of tutoring each week to get support with his math homework.

I hope you can see that these are the behavior that will eventually lead to maximizing Billy's grade, hopefully to at least a B.

Goal - I will lose 15 pounds

Similar to Billy's Bs, losing weight is the result of a set of behaviors, it is not a behavior in itself. In fact, on the point of weight loss plans, the complexity of weight management in humans really does throw a lot of barriers in front of people who are trying to lose weight.

None-the-less, we may identify specific behaviors that change our eating and activity lifestyles that MAY lead to weight loss.

- Mark will eat three meals a day in accordance to his meal plan (I refer here to a separate document that would identify my meals.)

- Mark will engage in 30 minutes of medium impact aerobic exercise at least three times per week.

- Mark will replace his regular soda intake with water or milk.

You can see that the focus is on the behaviors that may lead to weight loss, not weight loss itself.

Non-specific Behaviors

Another problem area in behavior management is when we seek to identify behaviors that are not really specific. Our assumption, at times, is that we all know what these mean, but that is, in reality, not the case. Here are few examples:

- Sam will be friendly with his classmates.

- Susan will have a better attitude.

- Billy will use manners at the table.

- Tonia will be good in class.

- Mark will be polite.

Each of these probably elicits a reaction in us where we know what this is, but if we compared notes, our thoughts would differ from each other. That is a problem.

Behavior Vacuums

Another common problem in managing behavior is to focus on behaviors we don't want. These might include all the "Do not…" types of statements.

- Do not hit your brother.

- Do not eat junk food.

- Do not run in the pool area.

- Do not spit on your little sister.

- Do not swear.

When you have a rule that is based on a "Do not…" statement a **behavior vacuum** is created. To understand what a behavior vacuum is let's use an example of my older brother hitting me when I was a kid.

Alan walks into the room and sees Mark playing with his toys. As he walks by he slaps Mark in the back of the head and says "TAG!" and runs away. Now, we have to assume that for some reason, Alan felt the need to hit Mark. It might be an expression or power or anger or just a need for stimulation. Analyzing these motivations will come up later in this course.

Mark starts to cry and goes to Mom at tattles on his brother. Mom goes to see Alan and asks one of the most useless question parents ask their kids:

"Why did you hit your brother?"

Alan is probably not aware of or willing to say why he did it but everyone knows there is probably not a good reason anyway so Mom immediately initiates a mini punishment- based behavior plan.

"Alan, if you hit your brother again, no TV tonight."

As the day proceeds we need to recognize something. Alan may, once again, experience his motivation to hitting his brother. He may again be in need of expressing power, anger, or in need to stimulation. But now he knows that if he hits Mark he is going to lose TV time.

*Alan is experiencing a **behavior vacuum**. He has a need to meet but he is at a loss of whaat to do about it since hitting has been moved off the table. Alan's needs still need to be met, so:*

Alan walks into the room and sees Mark playing with his toys. As he walks by he takes one of Mark's toys away and runs out of the room. Mark starts to cry and goes to Mom. Mom confronts Alan and he immediately says "I DIDN'T HIT HIM!"

The mini plan implemented by Mom did not give Alan a way to deal with the needs that he still has. Unable to use his regular method (hitting) he creatively came up with an alternative (tripping).

Skill Development

It is vital to remember that in order for a behavior plan to work, the individual needs to be able to actually do the behavior. There are two ways to think about this.

They don't know how…

In the case where an individual does not know how to engage in the behavior, no amount of planning will fix this. First, you need to teach the individual how to perform the skill. If we think about the description of a "clean room" that I discussed at the beginning of this Chapter, we need to be sure the individual can actually perform each of the tasks that will bring that about.

We might have to create a plan associated with teaching the skill as well…and then create another plan for maintaining the skill.

They have found other ways...

One of the most challenging aspects of behavior management is the reality that people have come up with ways to deal with situations already and are emotionally attached to these methods. If, for example, a child has learned that they can "get away" with cleaning their room in a minimal fashion, it is going to be extra difficult to get that person to clean their room in any other way.

I have also seen this pattern manifest in the way individuals communicate in relationships. If a person has learned that "raising their voice" leads to the other person backing down, it may be difficult to motivate that individual to try another behavior since the current one is "working".

We will address how to "replace" these behaviors in the example that follows.

Writing Clear Behavior Descriptions

We want to avoid focusing on the result of behavior, non-specific behaviors, and behavior vacuums. When we write behaviors in very clear terms:

- Everyone involved knows exactly what the target behavior is, particularly the person doing the behavior.

- If plans have to be implemented by more than one person, it helps communicate the nature of the plan and keep everyone on the same page.

- It provides an accurate way to document the instances of the behavior.

Replacement and Preferred Behaviors

In the world of education the behavior that we want to focus on is often called the "Target Behavior" or the "Problem Behavior Description." The behavior that we **want them to do instead** is called the "Replacement"

or "Preferred" behavior...we will learn a lot about how to identify replacement behaviors when we discuss Functional Analysis.

Our everyday ways of describing "problem behaviors" are often not suited for use in behavior management. We often identify problem behaviors by focusing on what is NOT happening. Here are some examples and some ways in which we can describe what we WANT to happen.

Target/Problem Behavior Description

Sarah rides in the car with her seatbelt unbuckled.

Replacement/Preferred Behavior Description

Sarah will rid in a vehicle with her seatbelt fastened securely. She will:

1. get in, sit down

2. fasten her seatbelt

3. remain buckled in until the vehicle is parked

Target/Problem Behavior Description

Joey leaves dirty dishes in the sink.

Replacement/Preferred Behavior Description

Joey will rinse her dishes and put them in the dishwasher.

Notice how the replacement behavior descriptions focus on what you want Sarah and Joey to do, not what they are not doing.

Testing our Descriptions

In order to be sure that our behavior descriptions are written well, we avail ourselves to two "tests". We use these tests to determine if our behavior description meets the criteria we need for behavior management.

The tests are simple, but that is deceptive. You have to be really imaginative in conducting the test on a behav-

ior description. And ONLY when the description passes BOTH tests is it good enough for Behavior Management!

Dead Man Test

The Dead Man Test states that a behavior that can be done by a dead man is NOT a well-written behavior. Imagine...can a dead man attend a tutoring session (yes), seem to pay attention in class (yes), be seen studying quietly (yes), and NOT hit their brother (yes)!

As you can see, a Dead Man can do a LOT! So when you write up a behavior description, can a Dead Man do it? If so, rewrite the description!

Example 1

Poor Behavior Description

"Sit Quietly"

Why it fails the Dead Man Test

Can you prop up a dead man and he will "sit quietly"? Yes!

Better Description

"Sit at your desk and complete your homework."

Example 2

Poor Behavior Description

"Don't eat sweets"

Why it fails the Dead Man Test

Dead men don't eat anything, including sweets.

Better Description

"When you feel like eating sweets, have a piece of fruit instead."

Example 3

Poor Behavior Description

"Listen in class"

Why it fails the Dead Man Test

From an observers point of view, we cannot tell if someone is listening to us…they could be looking at us, nodding, etc., but we really don't know.

Better Description

"Engage in active listening and not taking. Specifically, create an outline of the lecture, prepare a minimum of two questions, and complete this quiz on the material."

Example 4

Poor Behavior Description

"Stop acting out"

Why it fails the Dead Man Test

A dead man is NOT acting out…so he would be in compliance with this behavior.

Better Description

When you feel like shouting in class and throwing your book on the floor, raise your hand and when the teacher calls on you request a 1:1 time with the teacher.

Note - This one also fails the stranger test because we really don't know what "acting out" looks like. We define that and the actual behavior we want to see so we can provide reinforcement.

Stranger Test

People are generally egocentric…so we think that everyone thinks the same way we do. So if I say that my child is "throwing a fit" you MUST understand what I'm talking about…you know…A FIT!!

The reality is that people DON'T see the world the same way…so we need to be VERY specific about our Behavior Descriptions so that if anyone else has to look at our plan they will know exactly what we are talking about.

Example 1

Poor Behavior Description

"Exercise"

Why it fails the Stranger Test

Exercise means different things to different people. Consider how YOU might define exercise and how a drill instructor may define it!

Better Description

Engage in exercise 3x a week consisted of 10 pushups, 20 sit ups, and a 1-mile walk.

Example 2

Poor Behavior Description

"Eat sensibly"

Why it fails the Stranger Test

What is considered sensible eating? What standards? Which culture?

Better Description

My typical meal will be:

- 3 oz lean steak

- 5 oz string beans

- 1 slice of bread

- 1 pat of butter

Note - It is not even important that the food be really "sensible" but that the description is accurate for ANY-ONE reading it.

Example 3

Poor Behavior Description

"Be polite"

Why it fails the Stranger Test

Consider this from a multicultural point of view. What is considered polite for different cultures and situations?

Better Description

When you meet a new person you will walk up to them, put out your hand and say "Hello, my name is Mark, what is your name?"

Example 4

Poor Behavior Description

"Study"

Why it fails the Stranger Test

HOW you spend your time your studies is as important as the AMOUNT of time you spend.

Better Description

Mark will read and document notes on 1 Chapter in the book per night

Assessment

Chapter 6 Discussion - Rules

Share stories of situations you have been where you, or someone else, has been able to work around the rules. This would be an example of experiencing a behavior vacuum.

Try to imagine what needs are being met when people continue to attempt to find ways around the rules.

Chapter 6 Assignment - Tests

Purpose

The purpose of this assignment is to practice the skill of writing appropriate and applicable behavior descriptions.

Skills and Knowledge

You will demonstrate the following skills and knowledge by completing this assignment:

1. Identifying alternative behaviors.

2. Applying the Dead Man's Test

3. Applying the Stranger Test

Task

Come up with three behaviors that you would like to see change in the people around you (one of them must be a behavior change that you would like to see in yourself)

Write each one out such that it passes BOTH the Dead Man's Test and the Stranger Test. Be sure to run your descriptions by others who are familiar with the Tests to be sure, this is more tricky than you think!

EXPLAIN, in detail, why each description passes both the Dead Man's Test and the Stranger Test (by this I mean that you write out justifications for EACH behavior you have described.

An outline for each Description might go like this:

- Description 1

- Short description of the problem & Problem Behavior that you are trying to address
- Replacement/Preferred Behavior description (this is the part that will be "tested" with the Dead Man and Stranger tests)
- Justification (a brief explanation as to why you think this behavior description DOES pass the tests)

Criteria for Success

Use the rubric below as a guide to this assignment.

Title page   10 points
Includes the name of the assignment, class, your name, and date.

Description 1   25 points
Passes the Dead Man's Test, Passes the Stranger Test, Justification

Description 2   25 points
Passes the Dead Man's Test, Passes the Stranger Test, Justification

Description 3   25 points
Passes the Dead Man's Test, Passes the Stranger Test, Justification

Mechanics   15 points

Spelling, syntax, and organizational structure of the paper. Clear and organized.

Reinforcement and Punishment

7

Attention

The Beginnings

The cartoon above is a play on the fact that Operant Conditioning was built largely on the study of animals, such as rats!

Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Discuss the pros and cons of utilizing Punishments in Behavior Management

2. Identify the property of a stimulus that makes it a reinforcer.

3. Contrast Positive Reinforcement and Negative Reinforcement

4. Identify examples of differential reinforcement

Teaching

Reinforcement and Punishment

What is Reinforcement and what is Punishment?

Rather than define these as inherent aspects of the object, we define them as a function of their **effect** on behavior. There is no **thing** that is reinforcing to all people all the time (well, maybe air is something we ALL want and we are ALL willing to work to get it...but you know what I mean!)

This definition by effect comes from…the Law of Effect.

The Law of Effect

Something is a Reinforcer when it INCREASES or MAINTAINS the behavior that precedes it

Something is a Punishment when it DECREASES or ELIMINATES the behavior that precedes it.

It is not the nature of the object itself, it is the impact it has on behavior the preceded it. This is such a powerful

process that we are often confounded by human behavior until we apply this understanding to it.

Positives and Negatives

In the context of the definition of reinforcers (and punishments) the terms positive and negative do not refer to how pleasant something is. They relate to the mathematical processes of addition and subtraction.

Positive Reinforcers and **Positive Punishments** ADD something.

Negative Reinforcers and **Negative Punishments** SUBTRACT something.

I will go into this more when I discuss Reinforcers and Punishments.

Child Abuse

It is not uncommon in cases of child abuse that the child is identified as engaging in behaviors that enrage their parents. At first glance this seems "crazy"...why would the kid engage in behaviors that he or she knows are going to bring on the abuse?

When we apply the Law of Effect we have to presume that the behaviors of the child are being maintained by SOMETHING...and that something is the abuse.

When we examine these situations deeply we find that the abuse, which is a strong form of attention from the parent, can be very REINFORCING when it is the ONLY TYPE OF ATTENTION THEY GET. So in these situations, the Reinforcing quality of the abuse outweighs the obvious Punishing quality of the abuse (pain, discomfort, scars, etc.)

This not only demonstrates the fact that what is Reinforcing and Punishing depends on the person, but it also demonstrates why Reinforcement is so much more powerful than Punishment

Praise and Feedback

Just as you might think that the unpleasantness of child abuse would not be a reinforcer, we often think that praise for our performance at something is always rewarding.

While many schools and teachers say that you have to praise and provide feedback to students to maintain their behavior, this is not always the case. Remember, there is NO UNIVERSAL punishment or reinforcer. Here is another story:

When my daughter was in Elementary School they were asked to log all the pages that they read in Chapter Books. A competition was set up such that the person with the most pages logged would be able to throw out the first pitch at a Portland Sea Dogs game (an annual event at the school).

When we met with the teacher at the end of the competition the teacher said that she was surprised that Hannah had only read as many chapters as she had (according to her logs)...in fact, she barely read the required amount of chapters and turned in very few logs.

When we investigated it we found out that Hannah had, in fact, actually read roughly three times the number of chapters that the "winner" had submitted...but she didn't submit the logs because she was MORTIFIED that she would have to throw the first pitch!

Praise and Rewards that seem universal may, in fact, be punishments! Luckily this did not directly effect her "reading behavior" it effected her "turning in logs of her reading behavior"!

Reinforcement

Individualized

Each of us has unique things that are Reinforcing and Punishing to us. This is why Behavior Plans need to be individualized to the preferences of the individual involved.

When you are trying to develop a plan (for yourself or another person) one of the challenges (after you have successfully defined the behavior!) is to come up with a list of potential reinforcers. You need a list because sometimes the effect of a reinforcer wears out (how much chocolate can you "earn" before you are sick of chocolate?) and sometimes you can't always give a specific reinforcer right when it needs to be delivered (if "watching a movie" is the reinforcer, how do you do that when you are at the park?).

To help with defining a list here are some strategies:

- **Brainstorming** - Either by yourself or with others come up with a list of potential reinforcers

- **Ask Others** - Ask people in your life to identify potential reinforcers

- **Premack Principle** - Observe what the person does in their spare time. Does your kid stare at the wall, talk with friends, play video games for hours on end? Well, anything that someone DOES on their own is potentially a reinforcer!

- **Give Choices** - Sometimes we simply provide choices (from brainstorming) to our subject and see what they like

- **Experiment** - Because we KNOW that reinforcers INCREASE or MAINTAIN behavior we can experiment with them by providing them after a behavior and observing if the behavior increases or is maintained (this one is tricky and involves real experimental procedures to be sure that the reinforcer is the thing that is maintaining the behavior). This method is often used with individuals who are non-communicative or profoundly disabled.

Positive Reinforcement

Positive reinforcement happens when we **give** (add) a reward following a behavior. This is the most typical way in which we think of reinforcement. A good example of positive reinforcement is money. After we have done a job well for some time, it is often reinforcing to get a raise (if it indeed maintains the work behavior).

Negative Reinforcement

NEGATIVE REINFORCEMENT IS NOT PUNISHMENT

We have learned that a Reinforcement either **increase** or **maintains** behavior...a Negative Reinforcement is STILL a Reinforcement and it still **increases** or **maintains** behavior...it just does it by a different method. Essentially here it is...

When we use negative reinforcers we **remove** (subtract) an unpleasant stimulus when the target behavior occurs. Once the behavior occurs, the unpleasant stimulus is gone and that can be reinforcing for the behavior!

Here are some examples:

- The annoying buzzer in your car STOPS when you put your seatbelt on

- Your annoying kid STOPS when you buy him that candy bar

- Your nagging (wife/husband/mother-in-law) STOPS nagging when you take out the trash (hopefully)

- Your lecturing by your mother STOPS when you get your homework done

- "You will get your toy back when you stop yelling"

- "You will get out of prison when you are a model prisoner for 1 year"

- A student gets sent to the office in math class when he acts out in class (more on this one in a bit!)

The Negative Reinforcer is the annoying thing that goes away when you engage in the target behavior.

Negative Reinforcement Loop

There are situations in which negative reinforcement is happening and it is not productive.

Consider this scenario.

A teacher, Miss Cynthia, is stuck teaching a mixed ability class the complexities of Algebra. In this particular class she is going over the FOIL method of simplifying equations. (Remember that? First-Outer-Inner-Last!)

John (a student) hates math...he has also not done any homework!

John begins to act out. For him this is "continual talking with her friends" (which has been a problem before).

Miss Cynthia asks him to quiet down and pay attention and Rebecca says, "Yeah, whatever...!" (You know the tone!)

Miss Cynthia has had it with John's attitude and tells him to report to the Vice-Principal's office and that he is to serve detention.
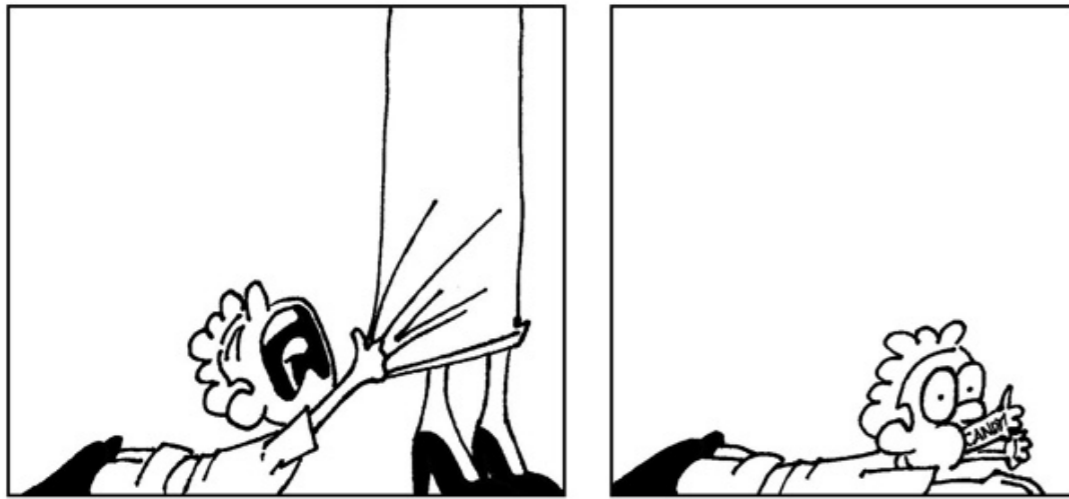
Here is the Negative Reinforcement Loop

To John, Math Class is the negative stimulus that he wants to get away from...so he "acts out" and he is rewarded when the negative stimulus is taken away.

To Miss Cynthia, John is the negative stimulus that she wants to get away from...so Miss Cynthia "acts out" (sending John to the office instead of dealing with the behavior in the classroom) and Miss Cynthia is rewarded when the negative stimulus is taken away.

This is a Win-Win situation for both John and Miss Cynthia, on behavioral terms! Except it really is a Lose-Lose, isn't it?

Now, think about the times that a parent gives in to the (unreasonable) demands of their kids , or when you concede an argument where it is clear that you are right...there are lots of "Perfect Storms" out there!

HAVE YOU HAD YOUR NEGATIVE REINFORCEMENT TODAY?

Reinforcement Schedules

This term refers to the manner in which reinforcers are delivered. This section will get a bit heavy, but different reinforcement schedules yield different patterns of be-havior. Schedules of reinforcement are usually based on two factors:

- Ratio refers to the number of behaviors that need to occur before a reinforce is delivered. From as little as one on up.

- Interval refers to the amount of time that passes before a reinforce is delivered.

- Fixed ratio and fixed interval reinforcement schedules have a specific number of behavior or a specific time that must pass before the reinforcer is delivered.

- Variable ratio and variable interval reinforcement define a varied number of behaviors or a varied time interval before reinforcements are delivered.

These variations on reinforcement schedules result in specific behavior patterns.

PARTIAL REINFORCEMENT SCHEDULES

INTERVAL SCHEDULES

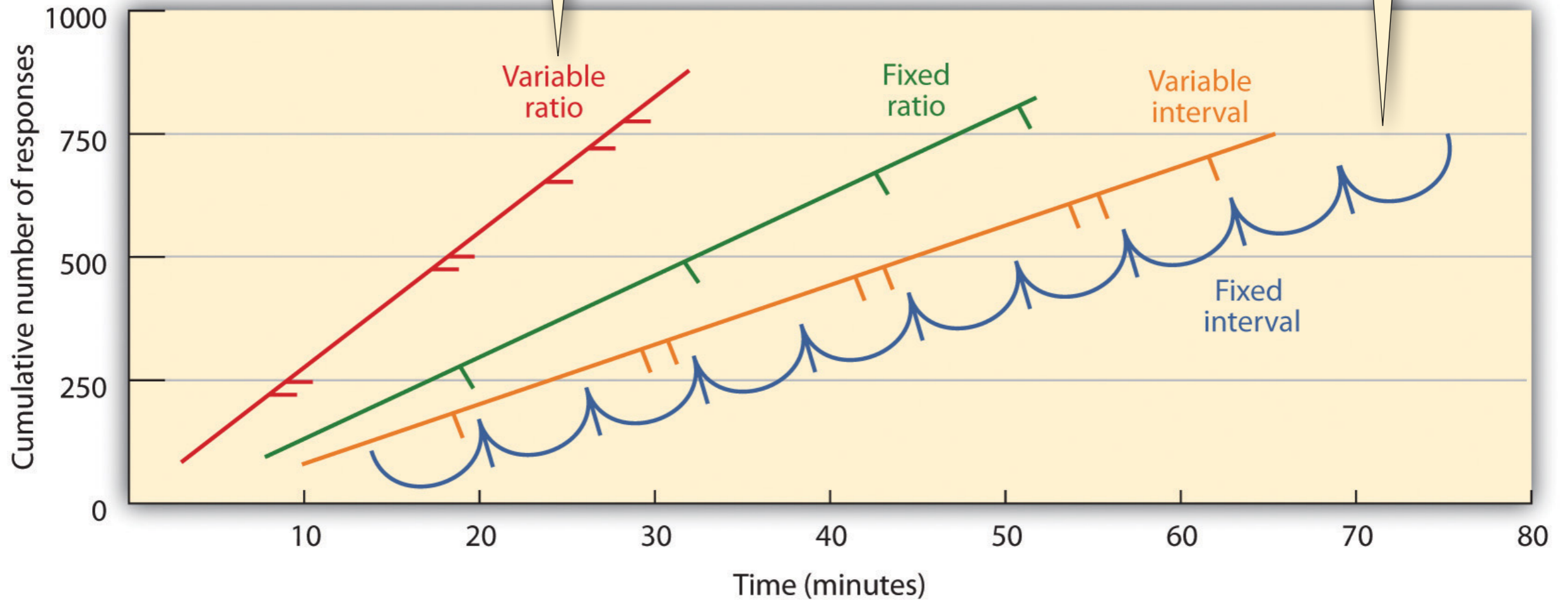| Schedule	Examples
Fixed-Interval Schedule An exact amount of time passes between each reinforcement.	• Studying for a weekly quiz • Getting your paycheck every two weeks
Variable-Interval Schedule A varying amount of time passes between each reinforcement.	• Checking e-mail • Winning a video game

RATIO SCHEDULES

Schedule	Examples
Fixed-Ratio Schedule Reinforcement occurs after a fixed number of responses.	• Getting one free meal after the purchase of ten • Losing your driver's license after five violations
Variable-Ratio Schedule Reinforcement occurs after a varying number of responses.	• Playing the lottery • The number of shots to score a goal in a soccer game

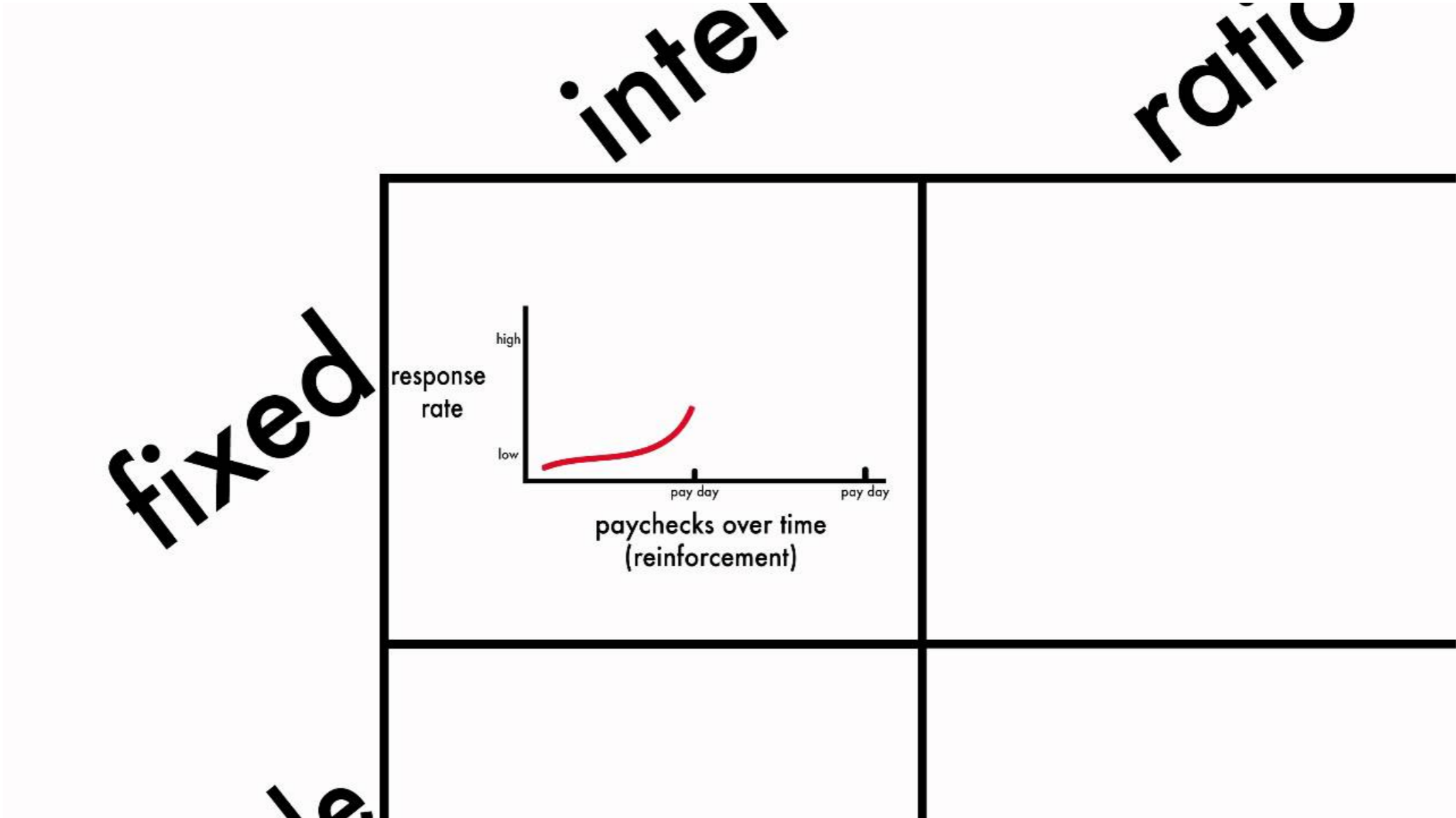Partial reinforcement schedules can be based on time (interval) or response rate (ratio).

MOVIE - Schedules of Reinforcement

Fixed Ratio - results in a consistent pattern of behavior but it is subject to **extinction** (when a behavior goes away when the reinforcer stops) very quickly.

Fixed Interval - produces a wave like pattern of behavior that increases as it approaches the time of the reinforcer and then decreases after the reinforcer.

Here is a story about the fixed interval schedule of reinforcement. Many jobs work this way. We get paid once or twice a week. When the work week was invented people usually got paid once a week, usually on Friday. This gave rise to the term ***Thank God it's Friday****.*

However, you may also recognize that getting paid on Friday represents a fixed interval reinforcement schedule. Scientists who study productivity on the job recognized that individual productivity was normal on Monday and gradually decreased until Wednesday and then gradually increased again on Friday.

Depending on how you graph work behavior, this produces a dip or a hump in productivity that centered around Wednesday. That is how Wednesday became "Hump Day"!

Differential Reinforcement

The last topic on reinforcement is going to relate to how we manage reinforcements when we are monitoring a plan. We use differential reinforcement when we really want to pinpoint specific behavior patterns.

DRA - Differential Reinforcement of Alternative Behavior - This is a plan in which we provide a reinforce if the subject chooses any other response aside from the target response.

Sarah taps her fingers on the table during class. It is annoying her classmates. A plan is put in place and she receives a reinforcer every time she chooses from a list of alternative behaviors such as squeezing a ball, rubbing her pencil, or twiddling her thumbs.

DRI - Differential Reinforcement of Incompatible Behavior - In this type of plan we have identified a target replacement behavior that CANNOT be done at the same time as the behavior we are trying to reduce. (Recognize that in the above case with Sarah, she can actually tap her fingers AND squeeze a ball at the same time.)

Sarah taps her fingers on the table during class. It is annoying her classmates. A plan is put in place and she receives a reinforcer every 10 minutes she chooses to sit on her hands. She CANNOT tap her fingers and sit on her hands at the same time.

DRL - Differential Reinforcement of Low Rates of Behavior - In this type of plan the subject gains a reinforcer when they limit a behavior to fixed number of times over a period of time.

Sarah taps her fingers on the table during class. It is annoying her classmates. A plan is put in place where she is allowed to tap her fingers on the table three times during the morning and three times in the afternoon. If she maintains this behavior rate (or lower) she receives her reinforcer.

DRO - Remember the "Thou shall not…" behavior descriptions? Well sometimes we really don't care what someone does as long as they don't do certain things. In this case we are dealing with reinforcing ANYTHING else aside from the target behavior.

Sarah taps her fingers on the table during class. It is annoying her classmates. A plan is put in place that she received a reinforcer every hour she goes without tapping. We are not reinforcing the "not tapping" we are reinforcing ANYTHING she chose to do instead of tapping during that hour!

You might be asking, why so much on reinforcement and not punishment? Well, studies have shown that reinforcers work MUCH better than punishments. On a large scale this would work with anything from cheating in school to crime!

MOVIE - Differential Reinforcement

Punishment

There is no doubt about it...we live in a punishment-based society. Kids in school rarely get "attention" until they break the rules (with the exception of the top 10% which make honor roll, make the team, and are celebrated at events).

No police officer has ever pulled me over to congratulate me on staying under the speed limit by giving me a check for $10! I meet our protectors in uniform when I'm BREAKING the rule, not when I'm abiding by it!

Sadly, punishment, as a behavior method, is much less effective than reinforcement in changing behaviors. Experimentation has been done to conclude this not only in laboratory animals but humans as well...reinforcement is better than punishment.

So why do those in "power" (parents, teachers, principles, law makers, etc.) like to use punishment so much?

- **It works**...for most of us...while I just said that it does not work as well as reinforcement, it DOES work because many of us want to avoid punishments like fines, going to jail, and time-outs.

- **Revenge**...punishment is a great way to get back at your coworkers/kids/friends/citizens when they step out of line

- **Power Expression**...there is nothing that defines power like the ability to bring about punishments! This is an addictive power/control issue (keep in mind that I will state later in this class that power and control are very important qualities that we need to maintain...there are just better ways to do that!)

Why is Punishment sort of "risky"?

- It makes the person who is being punished MAD! (They may seek revenge)

- It can be done in anger and carried to extremes (this is where abuse has its beginnings)

- It is inconsistent...so, most of the time we miss the behaviors that should be punished, so most of the time they "get away with it" and are thus reinforced by that! (This is why despite the fact that we get caught for speeding, we still speed. IF we got a fine EVERY TIME we went over the speed limit we would buy cars with speed controllers on them!)

- Punishing a "bad behavior" does not teach them what you want them to DO, it only teaches what you want them to NOT DO. (This is a critical difference that will come up later in the class)

Doesn't teach the dog what to DO, only what is BAD

This teaches the dog what to DO that is right

Positive and Negative

There is such thing as negative and positive punishments following the same principle of adding and subtracting.

A positive punishment is when we add an unpleasant stimulus in response to the behavior. The natural ones like burning your finger in a fire (reduces the number of times you reach your hands into the flames), getting scratched by a cat (reduces the number of times you will try to pat that cat, or any cat), and have a toy break when you throw it (which may reduce the number of times you throw your toys)

The most famous positive punishments are, of course, corporal punishments. Spanking, yelling, a "good talking to", the look, etc are all forms of positive punishment that may reduce the behaviors the precede them.

A negative punishment is largely unfamiliar from this term because we know it as something else, time out.

Time Out

Time out is one of the most misunderstood concepts in behavior management. A time out is a form of negative punishment. It is a negative punishment because when a person acts a certain way, we remover a reinforcer. That is the technical way that time out is defined...it removes a reinforcer.

However, for time out to work, we have to make sure that the thing we are removing is actually a reinforcer. We will know this by its effect!

Sarah taps her fingers on the table during class. It is annoying her classmates. The teacher has Sarah go to the office to talk to the Vice-Principal about her behavior.

The assumption on the part of the teacher is that by removing Sarah from class she is removing her from the reinforcement of being in class. This is a huge assumption as Sarah may be bored and just got rewarded for acting out (remember negative reinforcement loops!)

The teacher is also assuming that going to the principal's office is a bad thing. I was told to play video games when I went there! They are busy.

Here is the point...

Time out only works when you are certain you are removing a reinforcer. We will know we are doing well when the behavior reduces. Also, "sitting in a corner", "suspension", and "jail" often don't work because these are not necessarily removing a reinforcer.

Operant Conditioning

Reinforcement
Increase behavior

Positive
Add appetitive stimulus
following correct behavior
Giving a treat when a dog sits

Negative

Escape
Remove noxious stimuli
following correct behavior
*Turning off an alarm clock by
pushing the snooze button*

Active Avoidance
**Behavior avoids
noxious stimulus**
Studying to avoid getting a bad grade

Punishment
Decrease behavior

Positive
Add noxious stimuli
following behavior
Spanking a child for cursing

Negative
Remove appetitive stimulus
following behavior
Sending a child to his room for cursing

Assessment

Chapter 7 Discussion - Punishment

I make the argument in the lecture that we emphasize Positive Reinforcement over Punishment because it is more effective. Debate the use of Punishment in behavior planning. Is it SOMETIMES a good thing? Discuss the risks of Punishment.

Chapter 7 Quiz - Reinforcers

1. Define the basic element of a stimulus that MAKES it a Reinforcer.

2. In clear and precise terms differentiate between Positive Reinforcement and Negative Reinforcement. It should be clear to me that you understand how they are the same and how they are different.

3. Describe an EXAMPLE of a differential reinforcement that exists in the real world. You

cannot use gambling of any kind as your exam-
ple.

Problem Solving

8

Attention

Rubik's Cube

When I grew up these were very popular toys.   I couldn't solve them! In Behavior Management, we have some tricks to help us solve problems!

Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Discuss the importance of collecting data in behavior management.

2. Design and share forms that can be utilized to collect behavior data.

Teaching

Solving Behavior Problems

Behavior problems come in two flavors. Some behavior problems consist of behaviors that should not happen or they happen too much. Other behaviors don't happen at all or don't happen enough. Either way, you are now armed with the skills you need to deal with either of these situations.

Is it a Problem?

Before we go any further, we have to answer a question about any behavior problem situation we encounter:

<div align="center">Is it REALLY a problem?</div>

The reason we want to answer this question is because managing a plan to change behavior can be a lot of work. For a plan to work we have to be very careful in identifying the ABCs, consistent in the application of consequences, and keep excellent data.

Baseline Data

With the exception of behaviors that are dangerous or should not be allowed to occur, the best way to determine if a behavior is a problem is to collect baseline data. Baseline data is a record of the frequency of the behavior prior to any intervention.

We are often surprised by this data when we find out that the thing we think is "happening all the time" may not be happening as much as we thought. If this is the case, we might consider simply coping with the behavior rather than spending so much energy and time on it.

Collecting baseline data helps you make this decision, but it also provides you with a snapshot of the current status of the behavior that you can use when you evaluate the effectiveness of the plan! In behavior management we don't rely own our personal judgement to determine if behavior change has happened, we show it in the data.

Collecting Baseline Data

Once you have defined what your behavior is and it has passed the Dead Man and Stranger Tests, determine a way to track the occurrence of the behavior. This will be the same method you use to track the behavior during your behavior intervention.

Some people use tracking sheets, forms, check boxes, and/or journals to track behavior. When you are designing tracking sheets for behavior plans you will use them for both baseline date and the collection of data during the intervention.

It's like…an Experiment

When we implement a behavior plan we are conducting a sort of experiment. We are hypothesizing the our plan of providing reinforcers for certain behaviors will increase those behaviors.

Remember, this is an hypothesis. If your plan ends up not working, it is not a failure of behavior management to work, it is a failure in the design of the plan. We will discuss this later.

Writing up Plans

You are ready to start writing up some plans! Keep these things in mind...

- The Antecedents need to be clear about the circumstances under which you want the behavior to occur

- The Behavior descriptions need to pass both the Dead Man's Test and the Stranger Test

- The Consequences need to identify how much of the Behavior needs to occur before they get a reinforcer (or punishment) and it needs to describe the actual Reinforcer. (Also, the reinforcer needs

to be appropriate to the task...you can't reward too little or too much)

We can set up the ABCs in a table (something like the one on the next page.). Each column in the table describes the A, then the B, then the C in the plan. A table like this could also be used to document the data from the implementation of the plan as well...just more rows.

Once you have the ABCs in this format, you can set up the Plan Statement. The Plan Statement outlines the expectations of the plan in 1-3 sentences. In the following example I will put myself on a plan to increase and maintain my exercise routine.

Step 1

I need to identify my target behaviors in ways that meet my criteria for my health goals and meet both the Dead Man and Stranger tests.

Antecedent	Behavior	Consequence
Every week	Bowflex 3x Walk 1 mile 3x	Watch an episode of "Ted Lasso"

Each week I will use my Bowflex three times and I will walk a mile three times. If I am successful in completing this routine, I will reward myself with an episode of Ted Lasso on Sunday evening.

I would like to do my Bowflex routine 3x per week and walk a mile 3x a week.

Step 2

I need some reinforcers that I'm willing to put on the line in order to motivate me to do this.

I am going to put watching an episode of Ted Lasso as my reward for success.

Step 3

I need to write this out in the table and construct a Plan Statement.

Contracts

Contracts are documents that we create to outline behavior plans and make sure everyone understands what is going to happen. This is where making sure you are using behavior descriptions that pass the Dead Man and Stranger Test are so important!

The contract usually has a start date, the Plan Statement, and signature lines for each person involved. This might be a teacher and a student or a husband/wife. It is good to have others know about your behavior plan so they can help you be accountable to it.

Implementation of the Plan

Once you implement a plan you are going to continue measuring the target behavior using the same method you used to gather your baseline data.

You should also record when rewards happen and any other information that might be useful when you are evaluating the plan.

On an ongoing basis you want to evaluate the following:

- Prevention steps

- Antecedents

- Behavior descriptions that meet the Dead Man and Stranger tests

- Consequences

- Not too much complexity

- Details on the behavior of others (that also meet the Dead Man and Stranger tests)---this helps hold YOU accountable!

Evaluation

When you have implemented your plan for given amount of time, it is time to evaluate how effective it is. In fact, you may notice how effective it is right away!

Is it working? You can only tell if it is working when you compare the baseline data with the data you collect after you implement the program. Your decision, if you follow this process, is "data driven".

Assessment

Chapter 8 Discussion A - Data

Why do you think it is better to collect data than to rely on your own observations and memory. In addition, I would like to see a discussion on some of the challenges of implementing a behavior plan.

Chapter 8 Discussion B - Tracking

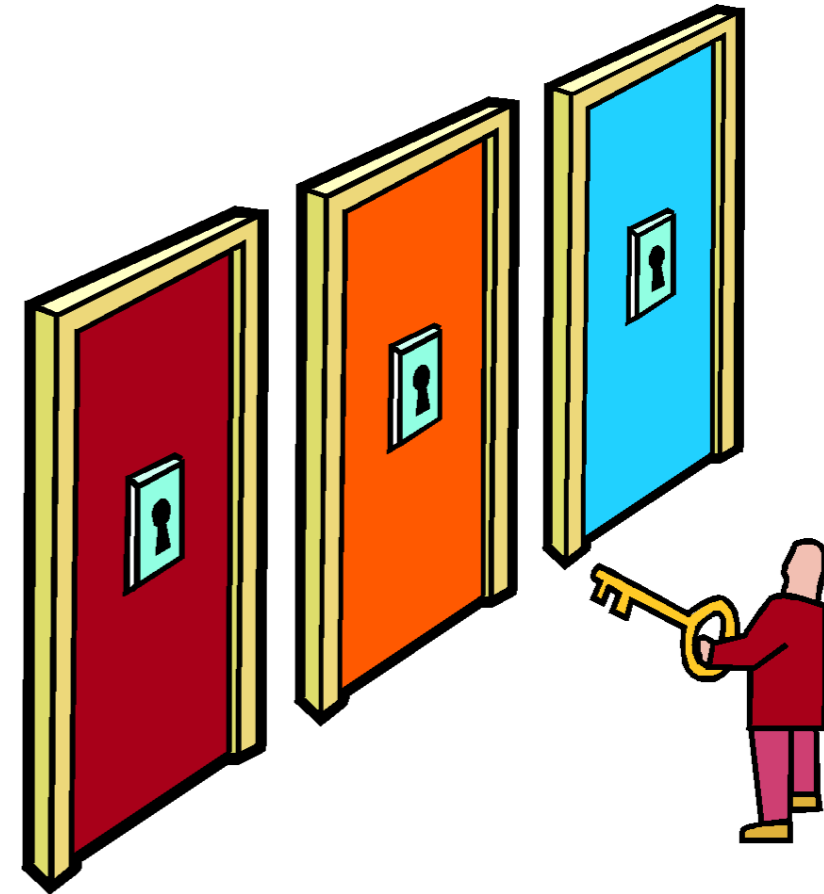In this discussion I want you to share your own forms of self tracking from the Special Assignment.

The Power of Choice

9

Attention

Let's Make A Deal

Let's Make a Deal was a game show (might still be) where contestants, dressed in wild costumes, were often asked to make decisions, such as which door to open to see a prize. There were cars and goats behind some of those doors, but they always had a CHOICE!

Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Identify the importance of making choices in day to day living

2. Identify the purposes that choice making have in behavior management

Teaching

Choices

We can often see how ingrained Choice is in Behavior Management...providing our clients, children, and ourselves (whoever is subject to our Behavior Plans) choices we provide them with the clear opportunity to pursue "survival, power, love, belonging, freedom, and fun".

Persons with Disability

It is a sad reality that individuals with disabilities have less opportunity for choice. Some of this opportunity is due to the disability itself (individuals in a wheelchair have restricted choice in their sport activities).

Sometimes, however, the restrictions in choice are imposed upon them by their environment...and sometimes this becomes such an expectation of the client that they buy into the idea that they have no choices as well...we call this "learned helplessness".

Persons with disability sometimes have difficulty making choices because:

- They are worried about making the "right" choice (for them, for those around them...)

- They have little history regarding personal decision making (they don't know how to go about making good decisions...skill deficit)

- They may lack the awareness that there are other choices out there (this is what most Windows users have when they don't realize that Macintosh computers are even better!!)

Bad Choices

We are often challenged by the fact that some of the people we encounter make "bad choices"...while the freedom of being able to act is often risky, it is difficult to not step in and try and prevent a tragedy when we can clearly see someone making these mistakes.

But, what is more important...reducing the risk and preventing failure, or providing the person with the opportunity to learn from their choices?

This might depend on the type of consequences that may be present for certain behaviors.

Choice Making in Behavior Management

By providing your client/self/other choices within the process of making a behavior plan, you gain some benefits:

- You can identify what the person likes

- Increased enjoyment in life

- Identify potential reinforcers

- Increase work and leisure activities

- Reduce behavior problems

Here is an example of a Behavior Plan that has more than one choice for each component. Depending on the

Antecedent	Behavior	Consequence
In the morning After dinner Choice in When	Brush teeth, wash face, and read story Wash dishes Choice in What	Pick radio station to fall asleep to Pick favorite stuffed animal Pick story for tomorrow night Choice in Reward
This assumes that both sets of behaviors have to get done in a day. You are providing choices as to when each gets done and various choices on reinforcers. So, one outcome could be as follows: **A: In the morning, B: Wash Dishes, C: Pick Radio Station to fall asleep to** Another one might be... **A: After dinner, B: Wash Dishes, C: Pick favorite stuffed animal**		

developmental capacity of the person you are dealing with you can expand these choices as much as you want.

You can see that this plan provides a number of choices for behaviors and expected consequences depending on choices that are presented to the child...in this case possibly a child who has difficulty with the nighttime routine.

Choices in an ABC Plan

As you can see by this example, we can have choices in the Antecedents, Behaviors, and Consequences parts of the plan. This allows for a lot of control on the part of the subject, which is the point.

This could also make things less boring and routine for a plan. If I were to construct a plan for myself regarding exercising, I might spice things up with different As, Bs, and Cs.

Possible As in my Exercise Plan

- In the morning
- At the gym
- In the afternoon

Possible Bs in my Exercise Plan

- Bowflex
- Swim
- Walk
- Ride Bike

Possible Cs in my Exercise Plan

- Favorite TV show episode
- Movie
- Book
- Relaxing time

Assessment

Chapter 9 Discussion - Choices

Discuss why making choices is so important to you and the individuals you work with? What happens when we no longer can make choices? What situations would lead others to make choices for us?

Chapter 9 Quiz - Choices

1. Provide an example as to how we might emphasize CHOICE in a behavior plan.

Shaping and Chaining

10

Attention

Complex Goals

Sometimes we want to teach a person a complex goal or we want to support someone on a journey to accomplish a goal that requires a lot of steps. To take this on we are going to discuss two specific behavior management tools.
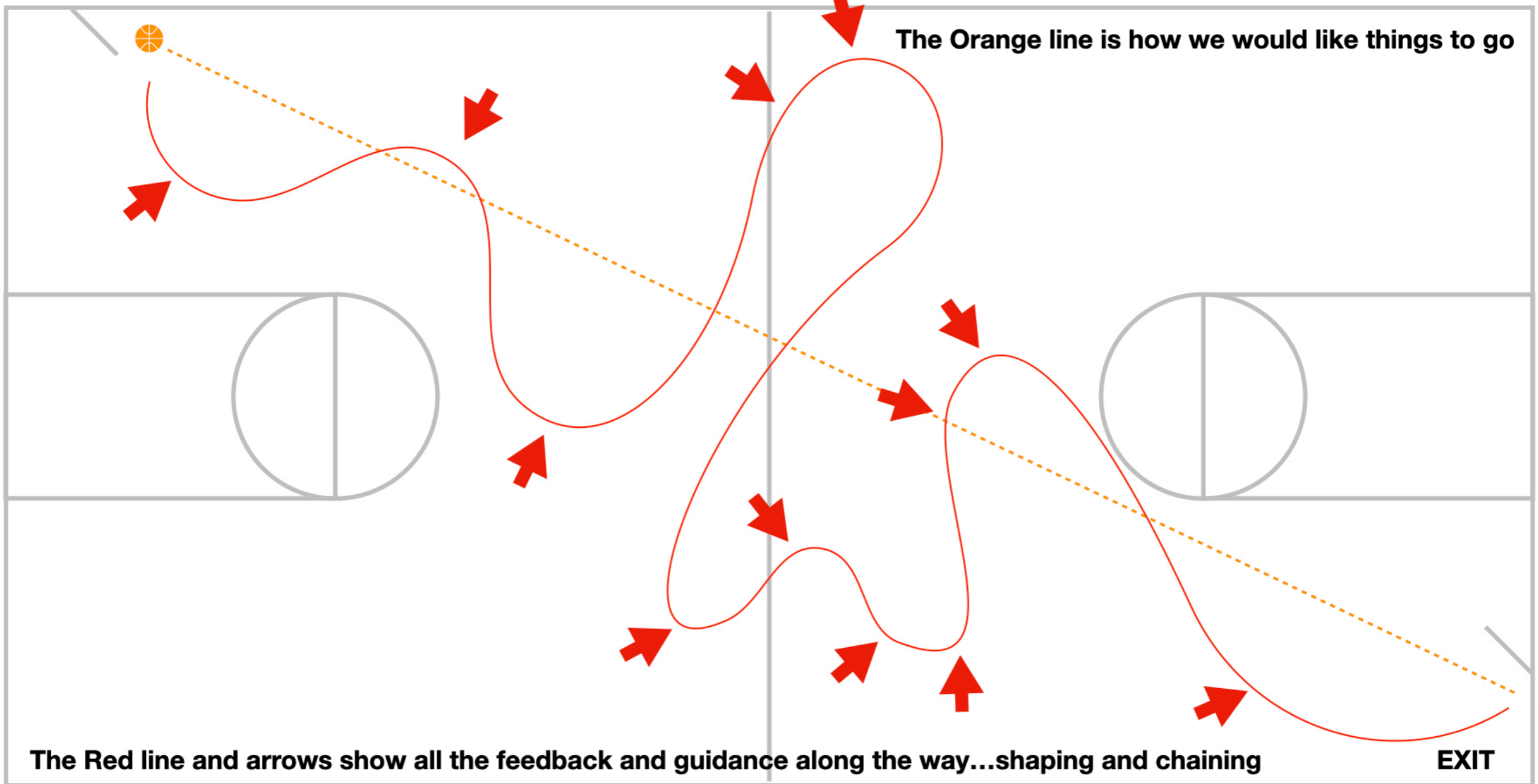
- **Shaping**

- **Chaining**

These are very powerful tools that enable us to be very active in the process of teaching a complex skill or accomplishing a complex goal. I like to envision this using an analogy of rolling a basketball from one door on one side of the gym to another door on the other side.

Along the way we might need to nudge the ball here and there in order to keep in on track. These nudges are the ways we interact with people through our shaping and chaining behavior plans.

Sometimes it takes a lot of effort over time to get a goal accomplished!

ENTRANCE

The Orange line is how we would like things to go

The Red line and arrows show all the feedback and guidance along the way…shaping and chaining

EXIT

Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Identify the potential impact of providing poor error correction

2. Identify instances in which behaviors might be teachable through chaining.

Teaching

Shaping

The graphic of the basketball making its way across the court is an analogy for shaping. Each of the arrows is an attempt by the teacher to steer the student (the basketball) toward their goals (the door).

We can engage in shaping by doing two things:

1. We can list steps of instructions.

2. We can provide feedback as the person is taking steps.

We can also do both!

Step Instructions

Writing out step instructions is one of the most basic ways in which we can shape a person's behavior. We also encounter this quite often when we are learning a new skill or building something. In Chapter 5 we learned that one of the major reasons why individuals

do not read the instructions is because they are not clear, so it is important that we write out instructions very clear.

The field of Technical Writing is all about clear communication that maximizes comprehension. Imagine how many different learning preferences, IQs, and personalities have to read the instructions in a manual that goes with their computer...and one set of instructions needs to try and communicate to everyone! That takes writing talent!

Because not all of us are great Technical Writers, we sometimes have to create multiple versions of the same instructions in order to get our point across. For example...Let's say I needed to teach someone how to turn on my home computer.

Here is my first set of instructions:

"Sitting in front of my computer reach around the back of the screen, on the left, and press the "ON" button"

But, alas, they still don't get it, so, I provide more detailed instructions the second time around...

"OK...you are sitting facing the computer...at the bottom of the monitor there is an image of an Apple...the company logo. Place your finger on that Apple and then slide your finger to the left along the bottom of the monitor. When you get to the outside edge continue to slide your finger around the back...as if you were drawing a line wrapped around the bottom of the monitor. As you start tracking the back of the monitor you will encounter a small cup depression in the surface...this is a button...press it and the computer will turn on"

Can you see where the second set of instructions provided more detail and more specific instructions on how to accomplish the task. It is a bit of "overkill" but...

I could have also had them turn the computer around so they could SEE the button...

Feedback

Feedback occurs in a couple ways. You can have feedback along the way that points out errors (similar to the arrows guiding the basketball) or you can have **summary feedback** when the behavior is completed.

Summary feedback is often used for the assignments that you encounter in school. After you have completed an assignment, you have to go look at your grades and read the teacher's feedback on your work.

Other times, you may encounter feedback along the way. Consider how you learned to tie your shoes.
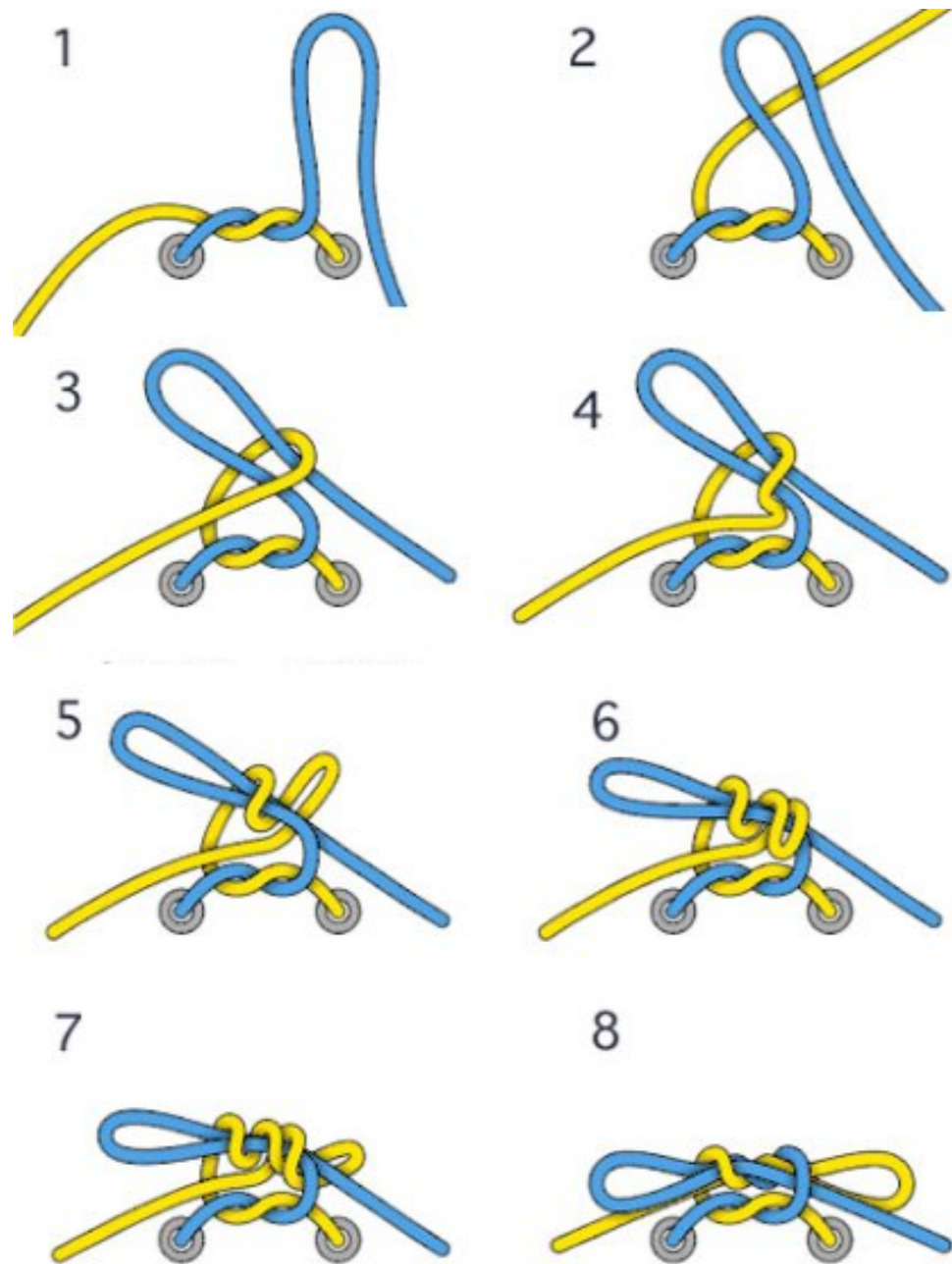
Here is an example of how the process of tying a shoe may be written out.

Over, under, around, and through,
that is how you tie your shoe!

Not the most enlightening set of instructions! In fact, due to the type of activity and the age of the person learning (usually) we might want to use a **job tool** with images to provide these instructions.

Even with these instructions and the job tool, when you are teaching a person to tie their shoe you might have to give them feedback while they are trying. When to give feedback and when to let mistakes happen so they can learn from them is one of the major questions that parents and teachers ask themselves all the time.

Error Correction

This topic is a bit difficult. It is difficult because we often want to step in and help someone to NOT make a mistake, even though we know that they learn well from making mistakes.

The judgement as to WHEN to intervene is yours...there is no hard-fast rule about when we should try and prevent a mistake and when we should "let the chips fall".

However, be cautious that sometimes, because we are anxious to get a task done, tired, irritated, angry, and such...we are more likely to do error correction poorly.

We use prompts and error correction comments when we are helping someone accomplish a task, SPARING-LY...meaning we don't do it often...we don't want to guide them any more than is necessary...and we need to hold them accountable to doing on their own what we know they are capable of doing on their own.

To correct, or Not to correct...that is the question...

We make two kinds of errors when we deal with error correction:

- Not correcting an error when it is made (this gives the impression that what they did is OK and they LEARN that!)

- Giving a prompt during the second attempt that is not sufficient to avoid another error (this makes the person feel stupid and inadequate...and this will be reflected in your own behavior)

Now..sometimes a person is making an error because they failed to do the background work necessary to engage the question...this is a different issue.

Ways we Correct

There are a number of ways we can engage a student when they are making errors:

- We can repeat instructions and test for comprehension (it might be simply a definition of a word in the same instructions that is the barrier)

- We can modify the instructions

- We can reteach the skill

- We can offer a different way to do something or a different way of thinking about something

- We can create an analogy (analogies are symbolic representations that we can use to explain complex processes)

One day, long ago, I was counseling a client. She had had a horrible life with lots of trauma and loss, but was slowly gaining back her life and getting better. She stated that she felt a lot of pain remembering and processing the things that are happening to her and she felt she was actually getting worse. I knew different because it was apparent that she was doing a lot better. So I provided her with an analogy for what she might be going through.

I stated that she was growing as a person...she was changing and becoming "bigger" than the problems that she had. I said "Isn't that sort of like a lobster?" (she loved lobster). As has a hard shell and as it grows it strains against the hard shell until it breaks out of it. This process is painful (as far as we know) but it is really the only way for the lobster to grow. Her past and her defenses and habits (which needed to change) are sort of like the lobster's shell. The pain you feel as you change is an indication that things are going well...be-

cause you are starting to break out of the shell that has kept you from growing!

She really latched on to this and she began to refer to her "issues" as her "shell"

Years later I met her again at a store...she was very happy to see me, had been doing well, was working, etc...and she told me that she still thinks of that shell analogy each time she feels frustrated...and it still helps her.

Those are great moments.

Mistakes are Important

Making mistakes is one of the greatest learning opportunities that life presents to us. Provided we choose to learn from them!!

When we consider the natural consequences...as many of you have when you have submitted different plans to

me...we see the value of "letting the chips fall" when it comes to certain kinds of behavior.

A child, for instance, may not want to do their homework...and then they are dropped from the softball team. The natural existing consequences in the world are great teachers...consider these:

- Failing grades for not doing homework

- Speeding tickets (yes, you were speeding, it is against the law, and the officer is not "out to get you")

- Fines

- Losing opportunities because you didn't get your paperwork in on time

If you learn from your mistakes, you only get the consequence once!

Chaining

Chaining involves the teaching of skills in a step-by-step manner. This is a good approach to relatively complex skills.

The behavioral principle that is implied in chaining is that the steps themselves become the Antecedents and Consequences of each other step.

So we learn steps in a complex skill by seeing that each step is the Antecedent for the new step and the completed step is a reward in itself.

Backwards and Forwards Chaining

When we develop a specific plan regarding chaining we have a choice. The difference between backward and forward chaining is the delivery of the reinforcer (remember, we STILL need to provide a reinforcer at the end of the task)

Forward Chaining

The person learns the skill in order. So we teach the first step, provide a reward, and then complete the task for them. In the next phase of training, the person completes the first two steps, we provide a reward, and then complete the task for them.

Backward Chaining

The person learns the skill in reverse order...i.e. learns the LAST step first. So, we start by completing all the steps and then have the child do the LAST step...when this is done we provide the reward. In the next phase of training, the person will be asked to do the last two steps in order to earn their reward.

The advantage of the Backward Chaining method is that the person is both reinforced by the reward and by the fact that they finished the task. It is, however, a bit cumbersome to manage sometimes.

The process can be seen as a succession of ABCs similar to the one we had when we looked at arguments.

Antecedent	Behavior	Consequence
Initial instructions	Step 1	Visual Reference

Antecedent	Behavior	Consequence
Visual (Step 1)	Step 2	Visual Reference

Antecedent	Behavior	Consequence
Visual (Step 2)	Step 3	Reward for Behavior
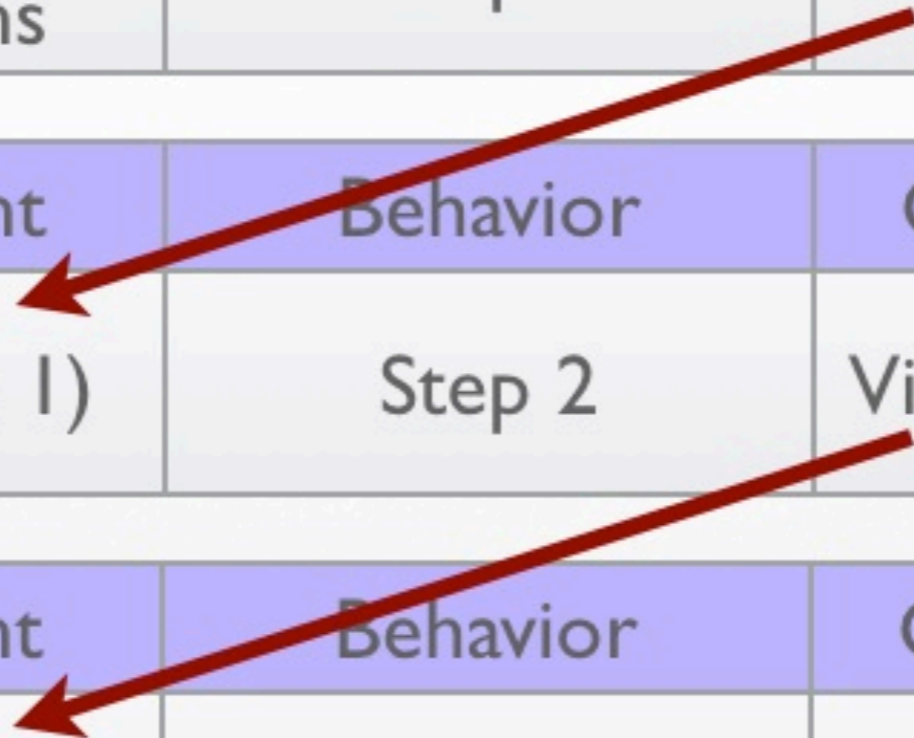
Assessment

Chapter 10 Quiz - Errors

1. In what ways does poor error correction bring about frustration in students?

Chapter 10 Assignment - Chaining

Purpose

In this assignment you will be creating teh instructions related to the use of chaining in teaching a new behavior.

One of the major skills that this entails is the breaking down of a skill into its smallest, learnable pieces. This is particularly difficult for some of the "easiest" skills like "brushing your teeth" and "taking out the garbage".

Skills and Knowledge

You will demonstrate the following skills and knowledge by completing this assignment:

1. Identify a behavior suitable for this assignment.

2. Analyze a behavior in order to break it down into each step for successful completion.

3. Outline steps to implement a plan.

4. Represent a chaining plan graphically.

5. Identify the As, Bs, and Cs within the graphic presentation of a chaining plan.

Task

You are to start with identifying a behavior that you are going to use for this assignment. Picking a chore around the house is usually a pretty good one.

The key is to not make any assumptions about how the behavior is done on the part of your subject (the learner). Many of us know what "Go brush your teeth" means, assume your learner knows nothing.

1. Identify and describe the behavior.

2. Analyze the behavior and break it down into small teachable steps.

3. Identify the ABCs related to each step.

4. Design a graphic representation (Job Tool) for this task.

5. Present the entire project in an infographic format.

How to Create an Infographic

Infographics are accessible and interesting ways to present information in a colorful and graphically intensive manner.

Check out www.canva.com

One of the best tools I have used is called Canva. It is available on the web and as an iOS or Android app.

Canva will always try to get you to upgrade to the pro version, but you can do fine work with the free version.

1. Sign up for a FREE student account.

2. This will give you access to a huge number of templates.

3. Play around with different designs that fit with your topic.

4. You can replace the graphic elements with your own.

Criteria for Success

Use the rubric below as a guide to this assignment.

Infographic   10 points

Includes the name of the assignment, class, your name, and date.

Behavior   20 points

The target behavior is identified and described.

Chaining Plan   50 points

The "Job Tool" represents each step and has the ABCs of each step identified.

Mechanics   20 points

Spelling, syntax, and organizational structure of the paper. Clear and organized. Demonstrates the creative use of compelling and attractive graphics.

Token Economies

11

Attention

Tokens

Tokens are objects that have value because they have been "assigned" value. Money is a token...there is very little actual worth in the substance of money (cloth paper and metal) but the "value" assigned on it gives it worth.

The US economy is largely based on a token economy with the dollar (and its value, or ability to purchase stuff) being exchanged.

We trade our time (work) for dollars (either in cash, check, or electronic transfer.). When we are negotiating for our pay, we are creating the terms for our employ- ment ABC by evaluating the nature of the work and how much reward you want to get for it!

Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Discuss how the economy (token economy) of our culture shapes our behavior.

Teaching

Token Economies

Token Economies represent the most widely used implementation of Behavior Management. Token economies work much the way our regular monetary economy works.

Within these systems there are things that can be bought...such as items, privileges, free time, etc. and each is assigned a price. Participants in the token economy have to "work" to earn tokens to pay for the things they want.

Work can be defined as completing chores or homework, or simply the occurrence of the target behavior(s).

The real advantage with token economies is that the token itself is a small, portable reward system. You can provide incremental rewards for behaviors and the to-

ken gain reward status for what it can eventually but (if you earn enough of them.)

Of course the best example of this is our regular economy. We want things…they cost money and we work hard to gain the money to get them. If work did not produce this value, we would probably not do it (or we would do it for other rewards, like satisfaction or recognition.)

We can use these same principles in a classroom situation and provide everyone with the opportunity to work for rewards.

Token Economies are very well documented. There are many resources available on the web to research how they work and how to design your own.

Here is a great resources I have found.

Token Economy - Examples and Applications in ABA

Assessment

Chapter 11 Discussion - Economies

Consider our economy as a token economy (those dollar bills have no inherent value). Using what you understand about behavior management, how does this token economy shape our behavior?

Chapter 11 Assignment - Tokens

Purpose

The purpose of this assignment is to construct a usable token economy that can be used with multiple people in the same environment. You might consider doing this for your children or other family members. It can actually be a fun process for a couple to have a token economy to shape each others' behavior!

Skills and Knowledge

You will demonstrate the following skills and knowledge by completing this assignment:

1. Identify a menu of target behaviors and assign them a "value" in the economy.

2. Establish a workable "token" that will serve as the actual reward.

3. Establish various reinforcers that can be "purchased" with an amount of tokens.

4. Establish a rule sheet that instructs all the persons involved as to how the token economy works.

Task

The first thing you will have to do is establish a target audience and determine which behaviors you would like to include in your plan. One of the advantages of this type of interventions is similar to the Game Boards we created, we can use the same plan to modify different person's behavior.

As the creator of the economy you get to establish the value related to each behavior. Essentially, you determine how much people get "paid" for doing different things. Complex and difficult tasks should get paid more than simple and easy tasks. But they should all have a price on them.

You also need to establish the "store". How do people cash in their tokens and for what? Again, valuable items might "cost" more than others.

Finally, you need to write out instructions as to how the whole thing works. Include all processes such as when people get paid and when they can spend their tokens. Will there be a fine system where individuals may lose tokens for certain reasons?

(Careful with fines because you want to focus on what people can earn. You can also end up fining someone into a negative account and that is difficult to deal with.)

Getting the people involved in the process of creating all of this goes a long way toward buy in!

Criteria for Success

Use the rubric below as a guide to this assignment.

Title Page   10 points

Standard title page with name, date, course, college name and the name of the assignment.

People and Problems   20 points

Identify the people, behaviors, and the value of the behaviors in the token economy.

Token   10 points

Identify the actual token to be awarded. Is it a physical token or a check sheet type process?

Store   20 points

Identify what can be bought with the tokens and the value of these rewards.

Instructions   20 points

Write up clear instructions as to how this entire process will be managed. Includes times when people will be paid, saving, and times when they can go to the store. Considerations for any fines may also be included in the instructions.

Mechanics   20 points

Spelling, syntax, and organizational structure of the paper. Clear and organized.

Functional Analysis

12

Attention

Have you seen this face?

We know that kids (and adults) misbehave...the question in this lesson is WHY do they misbehave.

We know from the "Law of Effect" that if a behavior IS happening it IS being REINFORCED in SOME WAY! Our task is to find out what the person is "getting out" of it!

In school we often hear that kids act out to get attention...while this is sometimes true...there are a lot of other reasons why kids act out. When we know the

REAL reason why...THEN we can create effective behavior plans!

Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Develop an example of a Functional Assessment

2. Identify ways in which behaviors are a form of communication

3. Describe the major functions of behavior

Teaching

"Why did you do that?"

All of us have probably asked someone this question at one time or another. Most of the time we are not really satisfied with the answer!

In truth, many times individuals do not really know why they did something...and we, being egotistical as we are, assume that WE know why THEY did something and we are simply looking for confirmation. Don't be so fast! In this Lesson we are going to explore the scientific process of Functional Analysis and develop an understanding of how we really go about answering the question..."Why did you do that?"

Step 1

First we have to recognize that behavior is not random...it is functional. That means, it happens in order to achieve a goal. We don't always know what that goal is, but we know there is a goal (often a reinforcer

of some kind). SOMETHING is rewarding and/or maintaining the behavior.

Step 2

We engage in scientific, open-minded observation of the behavior...we can:

- Make direct observations

- Interview the person

- Perform behavioral "experiments"

- Ask other people.

Step 3

We need to develop hypotheses, or best guesses, as to what the function (or functions, yes, there can be more than ONE function for a SINGLE behavior) for the behavior are.

We know this...the two most common and primary functions of behavior either:

1. help the client **GET** something

2. help the client **GET AWAY** from something or it STOPS something

The **GET** behaviors provide for reinforces such as the following:

- Attention

- Revenge

- Power

- Expression

- Anger, fear, emotions

- Stimulation (when bored)

- Internal ~ chemical/physiological

Note: Do not assume that people do things for attention too quickly. While this is a common goal of behavior, it is not the only one, nor is it the most common. My ex-

perience has been that when kids are acting out in a classroom they are either bored or overwhelmed.

The **GET AWAY** behaviors provide the opportunity to:

- Stop something from happening

- Escape from an uncomfortable situation (often the case when they are overwhelmed)

Step 4

Given a set of hypotheses, we might need to experiment to find out which one is really the one that is operating.

If, for example, a behavior occurs because the client is trying to get "attention", then if we remove the attention the behavior should go away.

So...we try it...this takes some creativity in terms of designing these types of behavior plans. Here is an example.

Mr. Kavanaugh had just about had enough of the joking behavior of Ed in his classroom. While he was truly funny, Ed's behavior was disruptive and interfered with the learning that was going on in the class. Mr. Kavanaugh hypothesized that Ed's behavior was due to his wanting attention from his peers.

To test this hypothesis Mr. Kavanaugh met with Ed's closest friends and arranged that they would receive extra credit on their grades if they DID NOT laugh at Ed's jokes. They agreed.

The next day Ed came to class armed with a number of really good jokes. He started to tell them and none of his friends laughed! Ed was shocked...so he tried harder...but no matter what he did his friends would not laugh. Confused, he settled down and did his work, anxious to get out of class to find out why his friends are acting so strange.

In this example I point out how you might go about finding out what the function of the behavior is...but

this is not the behavior plan part. You see...Ed has a problem. His problem is he only knows one way to "get attention" in class and that one way is not really "functional"...it gets him in trouble. So here is the plan.

Step 5

Design an alternative Behavior Plan (ABC) that RE-PLACES the non-functional behavior (telling jokes) with a more functional behavior (leading class discussions). The KEY is that BOTH behaviors allow Ed to get what he wants...ATTENTION! But one is a better option than another...and the teacher can control WHEN that happens.

In order to encourage Ed to pick "leading class discussions" behavior over "telling jokes" behavior we have to give him some EXTRA incentive. So each time Ed picks the "better" behavior, he earns extra credit points. Just to be safe...let's keep his friends on their behavior plan too!

Conclusion

So, in THIS method it is critical that we find out the real reason why someone is acting out so that we can TEACH them a better, more functional behavior to get their wants and needs met!!

Applied Beh. Analysis

ABC

Antecedent	Behavior	Consequence
	Undesirable Behavior	Function Consequence

ABC*

Antecedent	Behavior	Consequence
	Desirable Behavior	Function and Additional Consequence

Replacement Behavior

Applied Beh. Analysis

	Antecedent	Behavior	Consequence
ABC		Undesirable Behavior	Function Consequence

Both serve the Same Function!

	Antecedent	Behavior	Consequence
ABC*		Desirable Behavior	Function and Additional Consequence
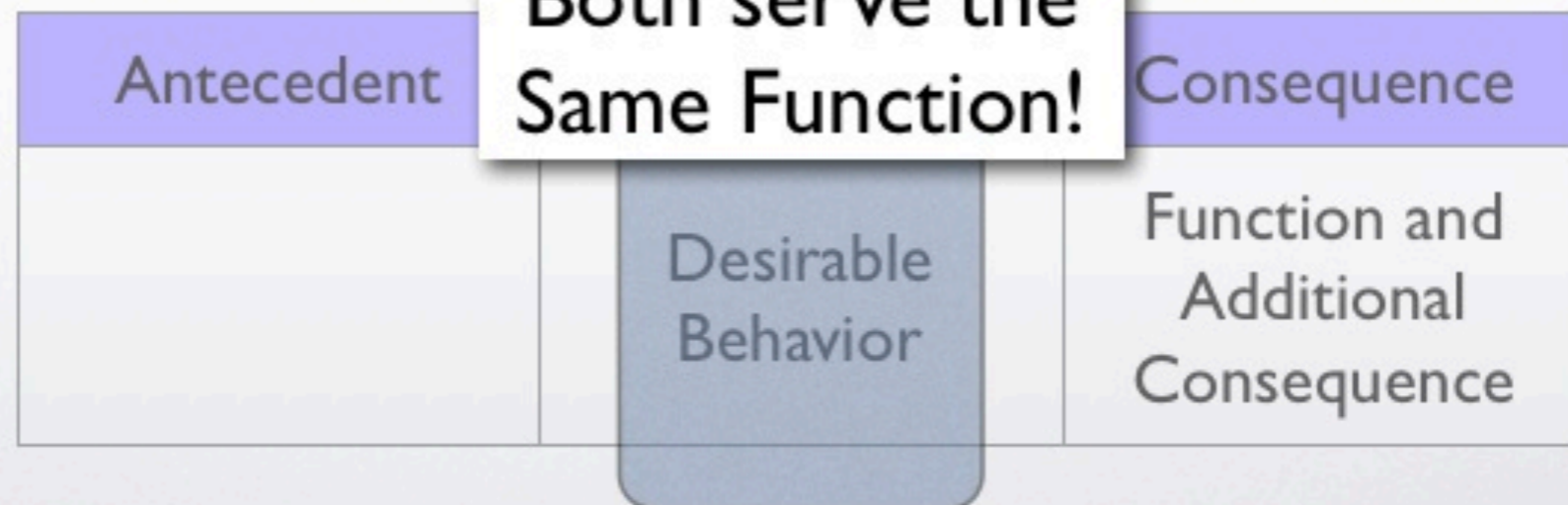
Assessment

Chapter 12 Discussion - Function

In this discussion I would like you to reflect about behavior situations you have been in and brainstorm alternative functions for the behavior. The key of "brainstorming" is to come up with as many functions as you can! The more you come up with the more creative you get and the more likely you are going to identify the REAL one!

Chapter 12 Quiz - Functional Analysis

1. Describe how you might conduct a Functional Assessment (steps shown). Use a concrete, real-world example to explain it.

2. Describe, in your own words, how behavior is a form of communication.

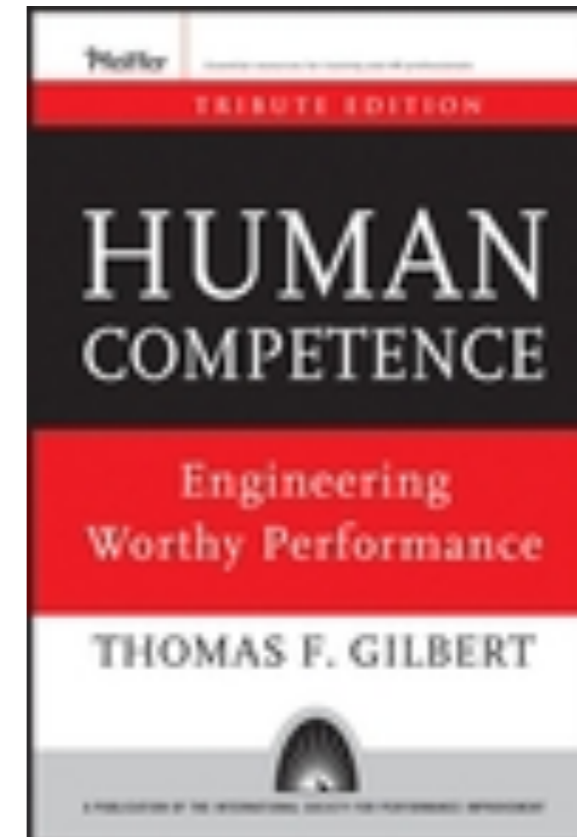3. Describe the two main major functions of behavior described in this unit.

Performance Engineering and Analysis

13

Attention

Performance Engineering

The cover of Thomas F. Gilbert's seminal work in
Performance Engineering
"Human Competence: Engineering
Worthy Performance"

Learning Outcomes

Upon completion of this Chapter, students should be able to:

1. Discuss the application of Performance Engineering in practical problem solving

Teaching

Performance

After I had completed my Masters in Counseling and began to teach, I wanted to learn more about "teaching" but did not want to get an "education" degree. I found a degree program being provided online out of Boise State University that fit the bill perfectly. I completed that second Masters degree in "Instructional and Performance Technology".

Performance Analysis

Performance analysis is the application of psychological, behavioral, and research principles to the subject of human performance...or how well we get things done. This can be applied in a number of areas:

- work

- school

- athletics

- relationships

It is most commonly found in industry where performance plays a major role in how well an organization does. In some industries, an incremental increase in performance at a factory can mean millions of dollars in profits!

It can also be used on a small scale at a business or enterprise that is interested in maximizing the performance of its' employees.

People who perform well are:

- Happier

- More productive

- More satisfied with life

- Less prone to depression

- Enjoy more positive relationships

- Make more money

Applying science to the subject of performance we can analyze a situation to find out which areas can be improved up on to better the performance. I include this content in this class because we are often in the situation in which we simply want to improve the performance of someone and we can use some tasks to analyze the situation better.

The most popular model for analyzing performance situations is Gilbert's Behavior Engineering Model.

The key to using the Model is to examine a performance problem from all angles in order to determine the best approach to solving the problem.

Let's say that I am examining my daughter's difficulty with doing homework. I might evaluate the problem in the following ways and then select which approach I want to do first (often based on an analysis as getting the best results for my time...often referred to in the business world as ROI or "Return on Investment")

The Behavior Engineering Model

	Information	Instrumentation	Motivation
Environment	*Data* 1. Relevant and frequent feedback about the adequacy of performance 2. Descriptions of what is expected of performance 3. Clear and relevant guides to adequate performance	*Resources* 1. Tools, resources, time and materials of work designed to match performance needs	*Incentives* 1. Adequate financial incentives made contingent upon performance 2. Non-monetary incentives made available 3. Career-development opportunities 4. Clear consequences for poor performance
Individual	*Knowledge* 1. Systematically designed training that matches the requirements of exemplary performance 2. Placement	*Capacity* 1. Flexible scheduling of performance to match peak capacity 2. Prosthesis or visual aids 3. Physical shaping 4. Adaptation 5. Selection	*Motives* 1. Assessment of people's motives to work 2. Recruitment of people to match the realities of situation

Reference: Dr. Thomas F. Gilbert, "Human Competence: Engineering Worthy Performance," 1978, 1996

The problem is Environment-Information

I have to make sure that the instructions and expectations of the homework are clear and that Mara understands them

The problem is Environment-Instrumentation

I have to be sure that Mara has all the tools and materials to complete the assignment (books, notes, pencils, paper, etc.)

The problem is Environment-Motivation

Either in the immediate environment of my house or in the environment of the school there needs to be adequate incentive to do the work!

The problem is Individual-Information

I have to evaluate to see if Mara has been taught to do the task...does she have the requisite knowledge to complete the task?

The problem is Individual-Instrumentation

This is a tough one...does she have the capacity to complete the task or is it beyond her current capabilities

The problem is Individual-Motivation

I have to evaluate if Mara likes the topic, is interested in the topic, and/or sees individual rewards associated with completing the task.

As you can see, a thorough analysis of the problem using this model can be very informative and get us to think "completely" about the sources of performance problems.

This can be applied to nearly any kind of performance situation...as I've said above...school, work, sports, relationships...etc.

Example: A Rocky Marriage

The problem is Environment-Information

Does each person know what is expected and have the same definition of what a marriage is?

The problem is Environment-Instrumentation

Does each person have the time, energy, and mental energy to dedicate to the "work" of making the marriage work?

The problem is Environment-Motivation

Are there external motivations such as finances, kids, obligations that provide motivation to make the marriage work?

The problem is Individual-Information

Does each person know their personal skills, strengths, and challenges as to their skills to contribute to the relationship?

The problem is Individual-Instrumentation

Does each individual have the fundamental capacities to meet the needs of the other (this IS a tough one!)?

The problem is Individual-Motivation

Does each individual want the marriage to work sufficiently to do what needs to be done?

Assessment

Chapter 13 Discussion - Performance

In this discussion I would like each of you to consider a performance problem of some kind in your experience and analyze it in each of the ways that I have done above. Help each other be really specific about the measure of performance in each area. Reflect on how this process might help you find better solutions to problems.

Special Assignments

Personal Change

Purpose

This assignment asks you to utilize the theories and models of Operant Conditioning to solve a problem. You will identify the problem and create a behavior plan in order to address the problem.

The ABC Contingency Theory

Operant Conditioning is conceptualized by the ABC Contingency Theory. You are going to use this model to come up with a personal behavior plan, implement the plan, and evaluate the results.

Here are some examples of "Problems"...

1. I don't work out enough...I want to work out every week

2. I don't eat well

3. I get overwhelmed and depressed with all the work I need to do

To SOLVE these problems we are going to have to come up with some behaviors that we can do in order to address them...

1. Work out once a week

2. Eat more vegetables

3. Do something to relax for a short time to give myself a breather

Designing a Plan

Antecedents describe the situation(s) in which you want the behavior to occur...

- "every week"

- "every day"

- "when I'm feeling overwhelmed"

The **Behavior** descriptions is a clear statement that is easy to measure...this is often the most difficult one because the behavior needs to be very clearly defined

- "go to the gym and do 1/2 of weights and 1/2 hour of cardiac exercises"

- "eat at least 1 serving of vegetables"

- "go into my room, put on my iPod, and listen to 3 songs to relax"

Consequences outline the reinforcement for the behavior occurring.

- "...if I do this for 4 weeks in a row I will reward myself with a trip to the movies."

- "...if I do this for 5 out of 7 days a week I will treat myself to an ice cream.""...each time I do this I will reward myself with $5 into my savings for my new guitar."

When we write up the Behavior Plan we combine these three statements into a single statement that outlines the plan!

"Every week I will go to the gym and do 1/2 hour of weights and 1/2 hour of cardio. If I do this for 4 weeks in a row I will reward myself with a trip to the movies."

"Every day I will eat at least 1 serving of vegetables. If I do this for 5 out of 7 days a week I will treat myself to an ice cream."

"When I am feeling overwhelmed I will go into my room, put on my iPod and listen to 3 songs to relax. Each time I do this I will reward myself with $5 into my savings for my new guitar."

So...to start on this assignment you need to follow the steps outlined below!

Skills and Knowledge

You will demonstrate the following skills and knowledge by completing this assignment:

1. Identify specific personal opportunities for behavior change.

2. Develop a workable behavior plan to address this behavioral goal.

3. Implement the plan.

4. Evaluate the plan.

Task

Step 1: Identify a Problem

Everyone has problems and everyone has something they want to improve about themselves. It can be nearly anything. Here are some examples:

1. I want to do nice things for my spouse more often

2. I want to exercise regularly

3. I want to lose weight

4. I want to get my homework done early in the week

Remember, these are not necessarily the BEHAVIORS...we'll get to that next!

So, your first step is to write a statement that identifies your "problem"

Step 2: Identify Behaviors and Frequencies

At this point it is very important to see the difference between BEHAVIORS and the RESULTS OF BEHAVIORS.

Each of the problems mentioned above needs a solution. The solutions are simply the opposites of the problem:

1. I do nice things for my spouse more often

2. I exercise regularly

3. I lose weight

4. I get my homework done early in the week

But these are NOT behaviors...

For each of these we can identify what we need to do in order to make these problems go away but in very, very specific and measurable terms...

1. I will buy flowers and take my wife out for dinner 1x per week.

2. I will go to the gym 3x per week and do 1/2 hour of cardio exercises.

3. I will eat two low calorie meals a day.

4. I will make a to-do list for Monday-Wednesday that includes all of my homework activities for the week and check them off as I get them done.

Can you see how these are MUCH MORE SPECIFIC?

These behavior descriptions give us our ANTECEDENTS and BEHAVIORS...the first two parts of our ABC Behavior Plan!

Step 3: Identify Consequences

In order to really use the ABC Contingency Theory in your plan you have to include rewards for your behavior. Doing the behavior is not yet rewarding enough to maintain it...if it was, you would not have identified it as a problem!

So, you have to come up with ways of rewarding yourself for following through on your plan. Just like the check you get from your work rewards you for your week of work!

You have to pick something that YOU can control and is reasonable for your effort. For each of the previous plans, let's make up some rewards!

1. ...if I do this for a month I will treat myself to a new Car and Driver magazine.

2. ...each week I do this I will earn a trip to the movies.

3. ...each day I do this I will allow myself to watch my favorite TV program (recorded).

4. ...each week I successfully get all my work done by Wednesday night I will treat myself to a night out on Friday.

Step 4: Craft your Behavior Plan Statements

At this point you need to put it all together into a single statement!

1. I will buy flowers and take my wife out for dinner 1x per week...if I do this for a month I will treat myself to a new Car and Driver magazine.

2. I will go to the gym 3x per week and do 1/2 hour of cardio exercises...each week I do this I will earn a trip to the movies.

3. I will eat two low calorie meals a day...each day I do this I will allow myself to watch my favorite TV program (recorded).

4. I will make a to-do list for Monday-Wednesday that includes all of my homework activities for the week and check them off as I get them done...each week I successfully get all my work done by Wednesday night I will treat myself to a night out on Friday.

Step 5: Implement your Plan

Now you need to actually DO IT!

Create some tracking sheets where you can write things down when you get them done and keep track of your progress. (Don't rely on your memory for this!)

Also be sure that the ONLY way you get the reward is if you actually meet your goal! DON'T CHEAT!

For this assignment I want you to select a behavior that occurs frequently enough so you can track your progress for 4 weeks (no monthly goals!!).

Step 6: Evaluate your Plan

Once you have done your plan for 4 weeks and you can see your results...how did you do? Did the plan work? Did it not work?

If it failed this teaches you things as well:

1. Did it fail because the behaviors were not well defined?

2. Did it fail because YOU cheated?

3. Did it fail because the rewards were not strong enough?

If your plan failed...how can it be improved?

If it succeeded, why do you think it succeeded...how could it be improved?

Criteria for Success

Use the rubric below as a guide to this assignment.

Title Page   10 points
Standard title page with name, date, course, college name and the name of the assignment.

Identification of Problem   20 points
The problem is clearly outlined and identifies a specific target behavior.

ABC Plan   20 points
The ABC plan statement includes accurate depictions of Antecedents, Behaviors, and Consequences that meet the Dead Man and Stranger tests.

Record of Results   20 points
Data is collected related to the behavior and implementation of rewards.

Evaluation   20 points
Student examines the effectiveness of the plan and reflects upon successes and ways in which the plan could be improved.

Mechanics   10 points
Spelling, syntax, and organizational structure of the paper. Clear and organized.