PREPARATORY QUESTIONS FOR EXAM 1

Basic Behavioral Concepts, Principles, Procedures, & Methods

1. Differentiate correctly between positive and negative reinforcement by giving a technically accurate explanation of each in a plausible scenario.

2. Explain the important elements to consider that render the use of behavioral consequences effective.

3. Explain why it is important to think of operant behavior in terms of the antecedent conditions under which it occurs.

4. Draw a diagram for the classical (respondent,) and the instrumental (operant), models of learning. Explain each diagram; then, explain the differences between each model with examples.

5. Describe what is meant by “deprivation” and “satiation”, and explain how the two concepts should be considered when using positive reinforcement.

6. Differentiate correctly between response cost and extinction relative to: (a) the way each occurs; (b) their effect on behavior; (c) examples of their appropriate use; and (d) examples where people often use them ineffectively and/or get them confused.

7. Define and differentiate elements of proper use for the following:
   - natural reinforcer
   - conditioned reinforcer
   - primary reinforcer
   - backup reinforcer
   - intrinsic vs. extrinsic reinforcer.

8. Tell what is meant by the term: “consummatory behavior”.

9. Describe accurately the procedure of shaping. Then, provide 5 examples of behaviors that would be appropriate to shape. Finally, explain in detail how you would use the shaping procedure to change one of those 5 behaviors.

10. Describe accurately the procedure of chaining. Then, provide 5 examples of activities that would be appropriate to teach via chaining. Finally explain in detail how you would use the chaining procedure to chain one of those 5 activities.

11. Differentiate between the backward, forward and total-task presentation methods of chaining. Provide an example of each.

12. Describe what can be expected of behavior when it goes through the process of extinction. Provide a graph with your explanation and tell what happens to the behavior when one does not have control over the delivery of reinforcers.

13. Differentiate, explain, and provide an example of the proper use of:

   DRA
   DRI
   DRL
   DRO

14. Describe the procedure of fading. Then, give two examples of conditions where it would be properly used.
15. Explain how fading differs from shaping. Then, give a situational example of the use of fading and shaping in the same single scenario.

16. Differentiate between the various schedules of reinforcement (FR,VR,FD,VD,FI,FIw/LH,VI) and provide an example of each.

17. Tell what is meant by the term: “ratio strain”.

18. Explain the concept of “stimulus control”. In your explanation describe the role of stimulus discrimination training and differentiate between an $S^D$ and an $S^A$. Finally, provide an example of the proper use of stimulus control, integrating stimulus discrimination training (and fading, if necessary) in the context of effective and ineffective $S^D$’s.

19. First define, and then describe, the appropriate use of “time out”.

20. Explain the proper and improper uses of punishment. In your explanation, tell about the adverse side effects of punishment and why the use of punishment tends to become habitual to the punishor.

21. Describe “counterconditioning” and tell how it is effectively used to decrease undesirable classically-conditioned responses. Provide an example of its use.

22. Give five reasons why gathering data is important to behavioral change programs.

23. After completing the chart below, be prepared to be able to determine the appropriate type of measurement to take of a behavior, in addition to what method of recording you would use to record it, and why.

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<th>Measurement</th>
<th>Definition</th>
<th>Behavioral Examples</th>
<th>Method of Recording</th>
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Applications of Basic Behavioral Concepts, Principles, Procedures, & Methods

**Scenario 1.**

Ms. Sterling, Hank’s boss, is very concerned about Hank’s lack of concentration when at work. Hank is middle manager, but his productivity has fallen, the numbers in his department are down, and he is losing respect from his workers. He spends a good deal of his time chatting with co-workers when he should be delegating work to his staff. His reports to Ms. Sterling are late and often incomplete or filled with errors. Ms. Sterling likes Hank and wants him to stay on because
he is talented and can be effective. But, in giving him notice of his poor performance, she must document that help was ineffective. She has asked you, as the human resource specialist, to plan a method for solving this problem.

Describe, in A-B units, each of the behaviors of concern. Identify the appropriate measurement aspect of each behavior and the recording procedure you would use to measure each. Finally, describe the procedure(s) you would use to “fix” Hank’s poor work behavior.

Scenario 2.

Randy and Stephanie Patterson came to my office, seeking help with their 22 month old daughter, Jerelyn. Jerelyn throws tantrums 4-5 times per week when she does not get her way. And, lately, the tantrums have been getting worse. She swings her arms, cries, holds her breath until her face turns bright red, lays down on the floor and kicks, and bangs her head. Both parents are alarmingly concerned and want help to get rid of these tantrums.

First, describe for them, behaviorally, how their daughter got this way. Next, identify the appropriate measurement aspect of each behavior and the recording procedure you would use to measure each. Finally, describe the procedure(s) you would put in place to ameliorate the tantrums.

Scenario 3.

Cody is a five-year-old who just started kindergarten. He is terrified of school. Every day he is taken to school, he cries and clings to his mother’s dress. If she leaves, his crying increases and he often urinates in his clothes. The typical scenario ends with mother coming to school and either picking him up and taking him home, or changing his clothes and staying with him for the first hour or so. The kindergarten teacher, Mrs. Mulquiney, wants this taken care of, and wants your advice on how to do it.

First, describe, behaviorally, how Cody got this way and why the behaviors are persisting. Next, identify the appropriate measurement aspect of each behavior and the recording procedure you would use to measure each. Finally, describe the procedure(s) you would put in place to fix the problem.