

Course Manual and Syllabus
for
PSYC 2440: Behavior Modification Principles

Section A01

Academic Year: **Fall 2008**
University of Manitoba

This manual was prepared by:
May Lee,
Gabriel J. Schnerch,
& Joseph J. Pear

**Course Manual and Syllabus for
PSYC 2440: Behavior Modification Principles**

**Section A01
Fall 2008**

TABLE OF CONTENTS

A.	<i>Instructor: May Lee, M.A.</i>	<i>1</i>
B.	<i>Important Prerequisite Information</i>	<i>1</i>
C.	<i>Required Manuals and Text</i>	<i>1</i>
D.	<i>About The General Manual</i>	<i>1</i>
E.	<i>Teaching Method & Course Goal</i>	<i>1</i>
F.	<i>Major Course Components</i>	<i>2</i>
F.1.	<i>Final Examination</i>	<i>2</i>
F.2.	<i>Midterm Examination</i>	<i>2</i>
F.3.	<i>Unit tests</i>	<i>3</i>
F.4.	<i>Peer reviewing</i>	<i>3</i>
G.	<i>Course Grade</i>	<i>4</i>
G.1.	<i>Number of Points for Each Course Component</i>	<i>4</i>
G.2.	<i>Number of Points Required for Each Passing Grade</i>	<i>4</i>
H.	<i>Critical Dates</i>	<i>5</i>
I.	<i>Missed Midterm Examinations</i>	<i>5</i>
J.	<i>Time Extensions and Deferred Examinations</i>	<i>5</i>
K.	<i>Importance of Not Procrastinating</i>	<i>5</i>
L.	<i>Department of Psychology Policy on Plagiarism, Cheating, and Academic Dishonesty</i>	<i>6</i>
M.	<i>Using Materials During Unit Tests and the Midterm</i>	<i>6</i>
N.	<i>Research on CAPSI</i>	<i>6</i>
O.	<i>STUDY QUESTIONS FOR UNITS 2 – 10</i>	<i>7</i>
O.1.1.	<i>Unit Two - Chapters 1 & 2</i>	<i>7</i>
O.1.2.	<i>Unit Three - Chapters 3 & 4</i>	<i>8</i>
O.1.3.	<i>Unit Four - Chapter 5</i>	<i>10</i>
O.1.4.	<i>Unit Five - Chapter 6</i>	<i>11</i>
O.1.5.	<i>Unit Six - Chapter 7</i>	<i>12</i>
O.1.6.	<i>Unit Seven - Chapters 8 & 9</i>	<i>13</i>
O.1.7.	<i>Unit Eight - Chapters 10 & 11</i>	<i>15</i>
O.1.8.	<i>Unit Nine - Chapters 12 & 13</i>	<i>16</i>
O.1.9.	<i>Unit Ten - Chapters 14, 15, & 16</i>	<i>18</i>

A. Instructor: May Lee, M.A.

Internet email: umleeshm@cc.umanitoba.ca

CAPSI email: Lee, May

***Please note: I strongly prefer that you contact me by email (either external or using CAPSI) rather than contacting me by phone.**

Office: TBA

Phone Number: TBA

Courses Website**:
www.webcapsi.com

****This webpage is your access to the CAPSI system. You should also follow the link to “Course Information” to access the manual describing how to use the system and other course information.**

B. Important Prerequisite Information

A grade of C or better in PSYC 1200 or 17.120 (or 17.121 and 17.122 or PSYC 1211 and PSYC 1221 from St. Boniface) is required as a prerequisite for this course. If you do not have this grade and have not previously obtained special permission, the Registrar and the Department require that you voluntarily remove yourself from this course immediately.

C. Required Manuals and Text

- Martin, G., & Pear, J. (2007). *Behavior Modification: What It Is and How to Do It*. Eighth Edition. (Chapters 1 - 16). Prentice Hall. **Required textbook for course**
- This manual: Lee, M., Schnerch, G.J., & Pear, J.J. (2008). *Course manual and syllabus for PSYC 2440: Behavior Modification Principles*. Printed by University of Manitoba Bookstore. **Also available online at: www.webcapsi.com (follow the link to “Course Information”).**
- Lee, M., Schnerch, G.J., & Pear, J.J. (2008). *General Manual for Computer-Aided Personalized System of Instruction (CAPSI) Courses*. **Also available on-line at: www.webcapsi.com (follow the link to “Course Information”).**

D. About The General Manual

The General Manual explains the course procedures with detailed instructions as to how the Computer-Aided Personalized System of Instruction (CAPSI) is used. ***It also contains the study questions for Unit 1, which is based upon the course procedure as described in part in the general manual and in part in the course manual (this manual).***

E. Teaching Method & Course Goal

This course uses a teaching method known as Personalized System of Instruction (PSI). Originally developed by the behavioural psychologist Fred S. Keller, and hence also known as the "Keller Plan," PSI is based on learning principles. A computer system facilitates course administration; hence, the version of PSI used here is termed Computer-Aided Personalized System of Instruction (CAPSI). The goal of teaching courses using CAPSI is that students are able to think, talk, and write knowledgeably about the course material. The question-answer mastery procedure is designed to help students achieve this type of proficiency.

F. Major Course Components

There are no scheduled classes or meetings with the instructor. Students are urged to contact the instructor by any of the methods identified in **Section A** if they have any course-related problems or questions at any time. Students are also urged to check the CAPSI course homepage (www.webcapsi.com) regularly for course information. Points towards a final grade are earned in the following course components.

F.1. Final Examination

A 2-hour final examination will be administered during the final examination period (please see **Critical Dates**, Section H, below). Unlike the midterm exam and unit tests (see below), the final exam will be **closed-book** and supervised. The final exam will consist of 10 questions worth 6 points each. Partial credit will be available and there will be no retests. The questions will be selected quasi-randomly from the study questions covering the course material, excluding the material in Unit 1. The selection will be quasi-random in that an effort will be made to collect exam questions from each of the units. Thus, while a truly random selection might result in all 10 exam questions coming from Unit 3, this would never happen in a final exam. Although it is strongly recommended that you complete all units by the last day of classes, you are not required to have done so in order to write the final exam. Students may choose on which of the three available dates to write the final exam, and may write the final exam only once.

F.2. Midterm Examination

A midterm exam will be administered through the CAPSI program on the dates indicated under **Critical Dates** (Section H). Students may choose on which of the two available dates to write the midterm, and may write the midterm only once. *Students must write the midterm on one of the dates indicated for it in order to receive full credit on the exam* (see **Missed Midterm Examinations**, Section I).

The midterm exam will consist of four questions selected quasi-randomly from **units 2, 3, 4 and 5** (i.e., Chapters 1-6). *The midterm will have a 60-minute time limit.* As with the final exam, but unlike the unit tests, partial credit will be given and no retakes will be possible.

The procedure for writing a midterm exam is similar to that for writing unit tests (i.e. **unsupervised**), described below. A student requests a midterm from the CAPSI program on one of the dates on which the midterm is available. The CAPSI program will present the exam to the student who will then have 60 minutes in which to answer the questions. *In order to receive full credit the student must submit the exam within the allotted 60-minute period.* One-

half (0.5) point will be subtracted for each minute late, up to the maximum number of points for the exam.

Although you are not required to have completed the units covered on the midterm exam before writing it, doing so will help you be maximally prepared for the midterm exam.

F.3. Unit tests

The material in each course is divided into 10 units. It is possible to earn a good grade in each course simply by doing well on the midterm and final examinations, but this approach is not recommended. Opportunities to take unit tests and to evaluate and provide feedback on other students' unit tests (called "peer reviewing," see below) are provided to help students prepare for the midterm and final examinations.

Each unit test will consist of three randomly chosen questions from the study questions for the course. There is a time limit of 60 minutes for writing each unit test. The study questions are of the short-essay type: *it is important that students be able to answer them in clear English*. Answers to the questions for Unit 1 (which is on the course procedures) are contained in the CAPSI General Manual and this course manual. Answers to the study questions for the remaining units (contained in this manual; see **Section O** below) may be obtained through reading and understanding the material in the textbook and other assigned readings. Unit tests may be taken at any time using a computer connected to the Internet. Unit tests will be evaluated by the instructor, a TA, or two peer reviewers -- i.e., students who have previously passed a unit test on that unit (see below). A student passes a unit test by demonstrating mastery of the material in the unit (i.e., the student has completely and correctly answered the unit test questions). Unit tests must be taken in numerical order, and (after Unit 1) students may not take a unit test on a given unit until they have passed a unit test on the previous unit. This ensures that students will have the necessary background to master each unit, since the units build systematically on the material in previous units. *There is no penalty for not passing a unit test*. You simply try again with a new unit test on that unit, after a minimum period of one hour for restudying. There is no limit on the number of attempts permitted on any unit.

Each unit test counts for 1 point, making a total of 10 points if all units are completed by the last day of classes in the Faculty of Arts. No unit tests may be written after that day.

F.4. Peer reviewing

A student will earn 0.5 points each time he or she marks a unit test (i.e., serves as a peer reviewer for another student). Although the 0.5-point-per-unit-test peer reviewed may seem insignificant, these points can add up to a difference of half a letter grade or more in your final grade. To be eligible to be selected for service as a peer reviewer on a given unit test, the student must have indicated willingness to be a peer reviewer during the time period in which the unit test is submitted, and must have previously passed a unit test on that unit. Peer reviewers are **required to mark each unit test within 24 hours** after the computer has submitted it to them; failure to do this results in a penalty of 0.5 points, and their review status is automatically changed to "not available". Therefore, if they wish to continue peer reviewing, they should change their status back to available. The reason for this rule is to ensure rapid

feedback to students on their unit tests. Peer reviewers will be expected to perform their duties conscientiously; anyone who does not may forfeit the opportunity to peer review.

There is no stated restriction on the number of times you can peer review throughout the course. In practice, the number of times you can peer review will be limited by the fact that peer reviewers will always be selected from among those eligible students who have peer reviewed the fewest number of times. *Students who proceed slowly will not have as much opportunity to peer review as those who move more rapidly.*

G. Course Grade

You earn points for four major course components, weighted as follows:

G.1. Number of Points for Each Course Component

Final	60.00
Midterm	30.00
Unit tests	10.00
<u>Peer reviewing</u>	<u>5.00 (or more)</u>
Total	105.00 (or more)

The number of points you earn during the course determines your final letter grade:

G.2. Number of Points Required for Each Passing Grade

A+	≥ 100.00
A	90.00 - 99.99
B+	85.00 - 89.99
B	80.00 - 84.99
C+	75.00 - 79.99
C	70.00 - 74.99
D	60.00 - 69.99

H. Critical Dates

Event	Date	
First Available Day to Write Unit Tests	Sep 04, 2008	
Midterm Exam (choose one of the dates)	Oct 29, 2008 (anytime, unsupervised)	
	Oct 30, 2008 (anytime, unsupervised)	
Last Day for Voluntary Withdrawal	Nov 12, 2008	
Last Day to Write Unit Tests	Dec 03, 2008	
Final Exam Dates & Times (choose one) Location: P210 Duff Roblin Bldg.	Dec 9, 2008	10-12 am
	Dec 9, 2008	1:30-3:30 pm
	Dec 10, 2008	6-8 pm

I. Missed Midterm Examinations

If you miss a midterm exam, you may arrange with the instructor to write a makeup exam only if you provide acceptable documentation (e.g., a note from a physician) for missing the exam. The makeup examination must be written on the date arranged with the instructor.

J. Time Extensions and Deferred Examinations

Students are reminded that they must remain available until all examinations and test obligations have been fulfilled. If you are unable to complete all course work (including midterm examinations) by the end of the last day of class, you may apply to your Faculty for a Time Extension. If you are unable to write the final examination on a scheduled day, you may apply to your Faculty for a Deferred Examination. In each case you will be required to provide documentation to justify your application.

K. Importance of Not Procrastinating

Although the course procedures allow students to go at their own pace, they should not allow this to lull them into a false sense of security. *Students who put off doing unit tests will not earn as many peer-review points as those who work at a steady pace, and will also be in danger of not completing all the units.* Although the course procedures are intended to ensure that every unit test has the maximum possible chance of being marked within 24 hours, there is no guarantee that it will be. Unit tests sometimes take more than 24 hours to be marked because a peer reviewer is late and the unit test is reassigned to another peer reviewer, who then has another 24 hours to mark it (and, of course, it is possible for this process to be repeated several times). *Students are therefore strongly advised to avoid procrastination in writing tests (and in peer reviewing!).*

L. Department of Psychology Policy on Plagiarism, Cheating, and Academic Dishonesty

Plagiarism or any form of cheating is subject to serious academic penalty. It is the responsibility of the student to acquaint themselves with Section 7 from the University of Manitoba Undergraduate Calendar for the current academic year - see *Policies on Plagiarism and Cheating, and Examination: Personations*. Academic dishonesty can result in serious consequences, e.g. a grade of zero on an assignment or test, an F on a transcript (with a notation “CW” indicating compulsory withdrawal Grade of F assigned for academic dishonesty). The penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department in Arts or from all courses taught in this Faculty. The Faculty reserves the right to check any work suspected of plagiarism through electronic resources. Speak to your instructor if you have any questions.

The following outlines three forms of academic dishonesty:

Plagiarism is to take the words or ideas (found on paper or electronic format) of another person and pass them off as one’s own. Submission of a paper written in part or in whole by someone other than yourself is considered to be plagiarism and/or cheating.

Cheating in examinations or tests can take a variety of forms including, but not limited to, the use of unauthorized materials, and copying material from others, or exam impersonation. An assignment that is prepared for one course cannot be submitted for another course; this is called duplicate submission and is a form of cheating.

Examination Personation - A student who arranges for another individual (student or non-student) to write any nature of examination, as well as the individual who writes the exam, will be subject to discipline under the University of Manitoba’s Student Discipline Bylaw.

M. Using Materials During Unit Tests and the Midterm

Unit tests are unsupervised, but you should write them without consulting course notes, text, other material or persons. This will help prepare you for writing the supervised final examination.

N. Research on CAPSI

By taking a CAPSI-taught course, you will be helping to advance our knowledge of the educational process. For research purposes, all data in CAPSI-taught courses are archived for later analyses, and the findings from the research may be published or presented at scientific or educational meetings. The analyses and dissemination of the research findings will be done without revealing students’ names, student numbers, or other personal identifying information.

Some course procedures may differ somewhat in the same course from term to term, or from course to course in the same or different terms. The purpose of these variations will be to determine the relative merits of different educational procedures. At the end of the course, students will receive a statement explaining the major independent and dependent variables that will be examined in the context of their courses.

O. STUDY QUESTIONS FOR UNITS 2 – 10

(Note: The questions for **Unit 1** are in the General Manual for CAPSI Courses)

O.1.1. Unit Two - Chapters 1 & 2

Chapter 1

1. What is behaviour, generally and technically? Give three synonyms for behavior.
2. Distinguish between behavior and products of behavior. Give an example of a behavior and a product of that behaviour.
3. Distinguish between overt and covert behaviors. Give an example of each.
4. What are cognitive behaviours? Give two examples.
5. From a behavioral point of view, what is intelligence? Creativity?
6. What are three disadvantages of using summary labels to refer to individuals or their actions?
7. What is a behavioral deficit? What is a behavioral excess? Why do behavioral psychologists describe behavioral problems in terms of specific behavioral deficits or excesses?
8. What do behavior modifiers mean by the term “environment”? By “stimulus”? Give two examples of each.
9. Describe at least five defining characteristics of behavior modification.
10. Define behaviour modification. Define behavioural assessment.
11. What is meant by the term target behaviour? Give an example of a target behaviour you would like to improve. Is your target behaviour a behavioural deficit to increase or a behavioural excess to decrease?
12. What is the full title of the DSM-IV-TR? Give at least three reasons why many behavior modifiers use the DSM-IV-TR, and give a potential disadvantage of using it. What should we do to avoid this disadvantage?
13. Discuss whether behavior modifiers deny the importance of genetics.

Chapter 2

14. List at least five areas in which behavior modification is being applied. List two behaviors in each of these areas that have been improved by the application of behavior modification.
15. List four behaviours of children that have been improved by the application of behaviour modification by parents. List four behaviours in education that have been modified with behaviour modification.
16. What is PSI, and who was its founder? State at least five characteristics of PSI. Briefly describe how PSI has made use of computer technology.
17. List four behaviours in persons with developmental disabilities that have been modified by behaviour modification. List four behaviours in children with autism that have been modified by behaviour modification.
18. What is health psychology? What is behavioural community psychology?
19. Define organizational behaviour management. List four behaviours in business, industry, or government that have been modified by behaviour modification. (Be sure you are referring to actual behaviours, and not just products of behaviour.)
20. List four general areas of sport psychology in which behaviour modification has been applied.
21. Which is more effective for teaching undergraduates, the traditional lecturing approach or PSI? Justify your choice.
22. What is behaviorism? Is it dead, sleeping, or very much alive?

O.1.2. Unit Three - Chapters 3 & 4

Chapter 3

1. What is a positive reinforcer? What is the principle of positive reinforcement? What is operant behavior? In what way is positive reinforcement like gravity?
2. Why is it necessary to be specific when selecting a behavior for a reinforcement program?
3. A parent nags a teenager to take out the trash until the teenager does so, whereupon the nagging stops. In terms of the definition of positive reinforcement, is this an example of positive reinforcement? Why or why not?
4. Describe the Premack Principle. Give an example.
5. Using the definition of “positive reinforcer,” describe the steps to test if a particular item is a reinforcer for someone. Illustrate with an example.
6. What is a motivating operation? Give two examples, one of which you did not read in the text.
7. Does extrinsic reinforcement undermine intrinsic motivation? Discuss.

8. Distinguish between the direct-acting and indirect-acting effects of reinforcement.
9. Should you tell an individual with whom you are planning to use a reinforcement program about the program before you put it into effect? Why or why not?
10. When a swimming coach required young swimmers to show improved performance in order to earn a fun activity at the end of practice, their performance improved dramatically. Was this a direct-acting or an indirect-acting effect of reinforcement? Justify your choice.
11. Describe an example of contingent reinforcement. Describe an example noncontingent reinforcement.
12. What do we mean by the natural environment? By natural reinforcers?
13. Briefly describe eight factors that influence the effectiveness of reinforcement.
14. Is it correct to conclude that a withdrawn child does not like (i.e., is not reinforced by) social attention? Explain.
15. Ideally, what four qualities should a reinforcer have (besides the necessary quality of functioning as a reinforcer)? (see p. 46)
16. Describe two examples of positive reinforcement that you have encountered (but did not read in the text), one involving reinforcement of a desirable behavior and one involving unintentional reinforcement of an undesirable behavior. For each example, identify the situation, behavior, immediate consequence, and probable long-term effects (as shown in Tables 3-1 and 3-3)
17. What is adventitious reinforcement? What is superstitious behaviour? Give an example of each.
18. Discuss evidence that people's behaviour can be modified without their being aware of it.
19. What are three clues for deciding if a behavior change is due to indirect acting versus direct acting effects? Illustrate each clue with an example.

Chapter 4

20. Define the following terms, and give an example of each. Explain how each example fits the appropriate definition: (a) unconditioned reinforcer; (b) conditioned reinforcer; (c) backup reinforcer.
21. What are tokens? Explain in two or three sentences what a token system is.
22. Give two examples of stimuli that are conditioned reinforcers but not tokens. Explain why they are conditioned reinforcers.
23. Explain what a conditioned punisher is. Give and explain two examples.

24. Explain what a generalized reinforcer is. Explain why a conditioned reinforcer that is a generalized reinforcer is more effective than one that is not.
25. For each of the following, state whether it is a generalized reinforcer and defend your answer in each case: (a) praise; (b) money; (c) points (as in Coach Dawson' program).
26. Explain what extinction of a conditioned reinforcer is. How does the schedule of pairing a conditioned and backup reinforcer affect the strength of the conditioned reinforcer?
27. How is conditioned reinforcement involved in influencing babies to babble sounds in their native language, even when no adults are around to reinforce this behavior?
28. Describe how knowledge of conditioned reinforcement can help us to understand behavior that is often attributed to inner motivational states.

O.1.3. Unit Four - Chapter 5

1. What are the two parts to the principle of extinction? If you tell someone to stop eating candies and the person stops, is that an example of extinction? Explain why or why not on the basis of the definition of extinction.
2. If a parent ignores a child's behavior, is that an example of extinction? Explain why or why not on the basis of the definition of extinction.
3. Suppose that, immediately after an instance of swearing, parents remove a portion of the child's weekly allowance and the result is that swearing decreases. Is this an example of extinction? Explain why or why not, on the basis of the definition of extinction.
4. Explain the difference, in terms of procedures and results, between extinction of a conditioned reinforcer and the extinction of a positively reinforced behaviour.
5. Describe a particular behaviour you would like to decrease in a child with whom you have contact. Would your extinction program require a special setting? Why or why not? Why is it necessary to consider the setting as a factor influencing your extinction program?
6. Distinguish between an extinction burst and spontaneous recovery. Give an example of each.
7. List and briefly describe eight general factors influencing the effectiveness of extinction.
8. State three possible reasons for the failure of an extinction program.
9. Extinction should not be applied to certain behaviors or situations. What types of behaviors and situations would these be? Give an example of a behavior and a situation in which extinction should not be applied.
10. Describe two examples of extinction that you have encountered (but not read in the text), one involving a desirable behavior and one involving an undesirable behavior.

For each example, identify the situation, behavior, immediate consequence, and probable long-term effects, as is done in Tables 5-1 and 5-2.

11. Briefly describe a pitfall of extinction. Describe an example.
12. Describe how noncontingent reinforcement might be used to decrease challenging behaviour. What is the potential limitation of this approach?

O.1.4. Unit Five - Chapter 6

1. Define and give an example of each of the following: (a) intermittent reinforcement; (b) schedule of reinforcement; (c) continuous reinforcement.
2. Describe four advantages of intermittent over continuous reinforcement for maintaining behavior.
3. What is a free-operant procedure? What is a discrete-trials procedure? Give an example of each.
4. Explain what an FR schedule is. Describe the details of two examples of FR schedules in everyday life (at least one of which is not in the text). (By everyday life, we mean situations that occur commonly without deliberate behavior modification or training.) Do your examples involve a free-operant procedure or discrete-trials procedure?
5. Describe three characteristic effects of FR schedules. What is ratio strain? Explain why FR would not be used to teach students to sit at their desks.
6. Explain what a VR schedule is. Describe the details of two examples of VR schedules in everyday life (at least one of which is not in the text). Do your examples involve a free-operant procedure or a discrete-trials procedure?
7. Describe how a VR schedule is similar to an FR schedule, procedurally. Describe how it is different, procedurally. (By procedurally we mean the way in which the schedules are programmed, not their effects.)
8. Describe three characteristic effects of VR schedules.
9. Describe an example of how FR or VR might be applied in training programs. (By training program, we refer to any situation in which someone has deliberately used a planned procedure to increase and maintain a behavior of someone else, such as parents wanting to influence a behavior of a child, a teacher wanting to influence a behavior of students, a coach wanting to influence a behavior of athletes, an employer wanting to influence a behavior of employees, etc.)
10. What is an FI schedule? What are two questions to ask when judging whether or not a behaviour is reinforced on an FI schedule? What answers to those questions would indicate that a behaviour is reinforced on an FI schedule?
11. What is a VI schedule? Explain why simple interval schedules are not often used in training programs.

12. Explain what an FI/LH schedule is, and describe the details of two examples from everyday life (at least one of which is not in the text). (*Hint*: Think of behaviors that occur at certain fixed times, such as arriving for meals, plane departures, and cooking.)
13. Describe how an FI/LH schedule is similar to a simple FI schedule, procedurally. Describe how it differs, procedurally.
14. Explain what a VI/LH schedule is. Describe the details of two examples of VI/LH schedules that occur in everyday life.
15. What are three characteristic effects of a VI/LH schedule? Describe an example of how VI/LH might be applied in training programs.
16. Explain what an FD schedule is. Describe the details of two examples of FD schedules that occur in everyday life.
17. Suppose that each time you put bread in a toaster and press the lever, it takes 30 seconds for your toast to be ready. Is this an example of an FD schedule? Why or why not? Would it be an FD schedule if (a) the catch that keeps the lever down doesn't work, or (b) the timer that releases it doesn't work? Explain in each case.
18. Describe two examples of how FD might be applied in training programs. Explain why FD might not be a very good schedule for reinforcing study behavior.
19. Explain what a VD schedule is. Describe the details of two examples of VD schedules that occur in everyday life.
20. If an individual has an option of engaging in two or more behaviors that are reinforced on different schedules by different reinforcers, what four factors acting together are likely to determine the response that will occur?
21. Describe how intermittent reinforcement works to the disadvantage of people who are ignorant of its effects. Give an example.
22. What may account for the failures to obtain the schedule effects in basic research with humans that are typically found in basic research with animals?
23. Describe how FR schedules may be involved in novel writing.
24. Might it be better to reinforce a child for dusting the living room furniture for a fixed amount of time or for a fixed number of items dusted? Explain.
25. Briefly describe how schedules of reinforcement can help us understand behavior that has frequently been attributed to inner motivational states.

O.1.5. Unit Six - Chapter 7

1. Explain, in general, what a DRL schedule is. Give an example of a DRL schedule that occurs in everyday life.
2. Distinguish between limited-responding DRL and spaced-responding DRL.

3. How is a spaced-responding DRL different from an FI schedule, procedurally? How is a spaced-responding DRL different from an FD schedule, procedurally?
4. Describe in some detail two examples (at least one of which is not from the text) of how DRL would be useful in treating a behavior problem.
5. Explain what a DRO schedule is. Give an example of a DRO schedule that occurs in everyday life.
6. Describe an example of applying DRO to a situation of a behavioural problem in early childhood education.
7. What does the “O” in DRO stand for? Explain your answer.
8. Explain what a DRI schedule is. Give an example. What is the difference between DRI and DRA?
9. What happens if the frequency of reinforcement on DRL, DRO, DRI, or DRA is too low or is decreased too rapidly?
10. Describe how DRL works to the disadvantage of people who are ignorant of its effects. Give an example.
11. Explain how DRL, DRO, DRI and DRA differ from the intermittent-reinforcement schedules discussed in Chapter 6.

O.1.6. Unit Seven - Chapters 8 & 9

Chapter 8

1. What is a stimulus? What is meant by good stimulus control? Describe an example.
2. Define S^D and S^A , and given an example of each. Clearly label the stimulus and the response in each example.
3. What is the difference between a stimulus and a discriminative stimulus? Distinguish between stimulus discrimination training and stimulus control.
4. Describe an example (not from the text) of a stimulus that is an S^D for one response and an S^A for a different response.
5. What is an ABC assessment?
6. Define stimulus generalization and give an example.
7. What do we mean by stimulus common-element class? By conceptual behavior? Give an example of each.
8. Explain the difference between stimulus generalization and stimulus discrimination.
9. What do we mean by equivalence class? What is a primary distinction between stimulus generalization involving stimulus common-element classes and stimulus generalization involving equivalence classes?

10. What questions might you ask yourself when you are considering the selection of a stimulus to be set up as an S^D for the behavior of another person? (See p. 108). For each of the questions that you asked yourself, provide an example from your own experience.
11. What do we mean by an error in discrimination training? Consider the task of teaching a child to discriminate the proper placement of a knife, fork, and spoon at a table setting. Describe several different ways that one might rearrange the training environment to present distinct signals and to minimize the likelihood of errors.
12. What are contingencies of reinforcement? With examples, distinguish between rule-governed and contingency-shaped behavior.
13. Describe an example of how ignorance of stimulus discrimination training may lead parents or other caregivers to develop an undesirable behavior in a child or adult in their care.
14. Using examples, explain what is meant by: (a) reflexivity; (b) symmetry; (c) transitivity.
15. How have studies of stimulus equivalence provided support for a behavioral view of language development?
16. What is meant by the term “contextual control”? Illustrate with an example that is not from the text.

Chapter 9

17. Define fading and briefly describe an example of it, not from the text.
18. Describe an example in which the general training situation remained constant but a specific stimulus dimension was faded. Describe an example in which the general training situation was faded but the specific training tasks remained relatively constant.
19. Assume that you have an 18-month-old child who will imitate the word “chip.” Describe in detail how you might use fading to teach a child to correctly identify a chip (i.e., a potato chip) when you point to it and ask “What's that?”
20. Define prompt? Define the four major categories of teacher-behaviour prompts. Define environmental prompt. Give an example of each.
21. Define within-stimulus prompt, and describe an example that is not from the text.
22. Define extra-stimulus prompt, and describe an example that is not from the text.
23. Assume that you must teach a child with severe developmental disabilities to eat with a spoon. Briefly outline a program in which you use at least three of the five major categories of prompts, and indicate how each of the prompts would be faded.

24. Describe a plausible example in which use of physical guidance in a teaching program might require ethical approval. Why would ethical approval be required?
25. Which of the prompt-removal procedures fit the definition of fading given in the text, and which do not? Justify your answer.

O.1.7. Unit Eight - Chapters 10 & 11

Chapter 10

1. Identify the three basic stages in any shaping procedure, and describe them with an example.
2. Describe how you might use fading to teach your pet to perform a trick. Describe how you might use shaping to teach your pet to perform another trick. Drawing from your examples, distinguish clearly between fading and shaping.
3. Explain how shaping involves successive applications of the principles of positive reinforcement and extinction.
4. Define shaping. What is another name for shaping? List four dimensions of behavior that can be shaped. Give an examples of each.
5. In terms of the three stages of a shaping procedure, describe how parents might shape their child to say a particular word.
6. How do you know you have enough successive approximations or shaping steps of the right size? Why is it necessary to avoid reinforcing too many times at any shaping step? Why is it necessary to avoid under reinforcement at any shaping step?
7. Describe in some detail an example of how shaping might be accidentally used to develop an undesirable behavior. Give an example of how the failure to apply shaping might have an undesirable result.
8. What do behaviour modifiers mean by terminal behaviour in a shaping program? Give an example from your own experience of a terminal behaviour that might best be developed through a procedure other than shaping (see p.133). Explain why shaping would probably not be effective in developing that behaviour.
9. Why do we refer to positive reinforcement and extinction as principles, and to shaping as a procedure? (Hint: see Chapter 1, p. 10)
10. Briefly describe how Scott and colleagues used shaping to decrease the heart rate of a man suffering from chronic anxiety.
11. Describe how computer technology might be used to shape specific limb movements in a paralyzed person. Describe how computer technology might be used to study shaping more accurately than can be done with the usual shaping procedures.
12. Describe an experiment demonstrating that maladaptive behaviour can be shaped.

Chapter 11

13. Describe or define a behavioural chain, and illustrate with an example that is not from the text. Why do you suppose a behavioural chain is called a chain?
14. In a chain, a given stimulus is both an S^D and a conditioned reinforcer. How can this be? Explain with an example.
15. Using examples, distinguish between a behavioral sequence that is a chain and one that is not a chain.
16. Name and describe briefly three major chaining methods. Describe how each of the three major chaining methods might be used to teach bed-making.
17. Which of the major chaining methods do the authors recommend for teaching persons with developmental disabilities, and why?
18. Distinguish among the types of terminal behavior typically established by shaping, fading, and chaining.
19. Suppose that you want to teach a teenager to change a tire on a car. Would you use shaping or chaining? Justify your choice.
20. What is meant by the term “task analysis”? Describe a plausible task analysis appropriate for teaching a three-year-old child the behavior of tying a knot in a shoelace.
21. Briefly describe three strategies to help individuals use prompts independently to guide mastery of a chain of behaviours.
22. How is an adventitious chain similar to, and how does it differ from, superstitious behaviour? (See p.43 and p.146.) Describe an example of an adventitious chain that is not from the text. Clearly identify the superstitious component.
23. Describe an example of a pitfall of chaining. Explain how this pitfall can be avoided.
24. Describe the pure part method of chaining. How does it differ from standard forward chaining?

O.1.8. Unit Nine - Chapters 12 & 13

Chapter 12

1. What is a punisher? State the principle of punishment. How is the meaning of the term punishment for behaviour modifiers different from the meaning of that term for most laypersons?
2. Describe four different types of punishers and illustrate each with an example.
3. Define *conditioned punisher* and illustrate with an example.
4. Distinguish between exclusionary and non-exclusionary timeout.

5. Distinguish between the direct-acting and indirect-acting effect of punishment. Give an example of each.
6. What are three reasons that might account for the effectiveness of a delayed punisher in decreasing a behaviour?
7. What steps might you follow to experimentally determine if a verbal reprimand was a punisher for a particular child?
8. Procedurally, describe the differences between extinction, response cost, and exclusionary timeout.
9. Compare S^D to S^{Dp} . Give an example of each.
10. As indicated in the guidelines section of Chapter 12, what are three guidelines in regard to delivering a punisher?
11. Cite six potentially harmful side effects of the application of punishment.
12. Describe an example illustrating how punishment is applied by people who are not aware that they are applying it.
13. Compare the current contingencies for speeding (while driving) in your city with the guidelines for the effective application of punishment, by identifying at least two guidelines that are ignored by lawmakers/police, and at least two guidelines that are followed by lawmakers/police.

Chapter 13

14. Define escape conditioning, and describe an example that is not from the text. How is escape conditioning similar to punishment? How do they differ procedurally? How do their effects differ?
15. Procedurally, in what two ways is escape conditioning different from positive reinforcement? How are their effects similar?
16. Procedurally, what are two differences between escape conditioning and avoidance conditioning?
17. How are conditioned positive reinforcers and conditioned punishers similar, and how are they different? Give another name for “conditioned punisher.”
18. Describe two examples of escape conditioning in everyday life. Describe two examples of avoidance conditioning in everyday life.
19. How is a warning stimulus like an S^D ? How are they different? How is a warning stimulus different than an S^{Dp} ?
20. Explain how escape conditioning might maintain an adult's behavior of responding inappropriately to a child's extreme social withdrawal.

21. Describe three types of immediate consequences that might maintain avoidance responses.
22. Briefly describe three examples of how the principles of escape or avoidance conditioning can work against those who are unaware of them.
23. What is Sidman avoidance conditioning? Give an example from everyday life.

O.1.9. Unit Ten - Chapters 14, 15, & 16

Chapter 14

1. To what fundamental fact of behaviour does the term operant conditioning refer? Give five examples of operant behaviour and explain why they are examples of it.
2. State the principle of respondent conditioning. Clearly describe two examples of respondent conditioning, at least one of which is not from the text. What is another name for respondent conditioning?
3. Define and give an example of the following: unconditioned stimulus, unconditioned response, conditioned stimulus, and conditioned response.
4. In a sentence each, briefly describe five variables that influence the development of a conditioned reflex.
5. Describe an example of higher order conditioning that is not in the text.
6. State the principle of respondent extinction. Describe an example of respondent extinction.
7. Describe the process of counterconditioning. Describe an example of counterconditioning that is not in the text.
8. Describe an example of a conditioned taste aversion. Why do you suppose that we have evolved so that we are susceptible to conditioned taste aversion?
9. What is biological preparedness? Discuss whether all stimuli are equally capable of becoming CSs.
10. Compare respondent and operant conditioning in terms of behavior, reinforcement, and extinction.
11. In what way are CSs and S^D s similar? In what two ways are they different?
12. Describe the procedure and rationale of aversion therapy, and give an example. Why should only trained professional practitioners use aversion therapy?
13. Describe a respondent-conditioning procedure for treating enuresis. Identify the US, UR, CS, and CR in each case.

Chapter 15

14. Explain how respondent conditioning and operant conditioning can interact to cause an individual to escape or avoid a particular stimulus. Use examples to clarify your explanation.
15. Describe unconditioned reflexes that appear to characterize the emotions of fear, anger, and joy.
16. In the experiment with Little Albert, what was the US? The UR? The CS? The CR?
17. Cross-cultural studies suggest that emotions are both universal and culture-specific. How can we explain this?
18. In a sentence each, summarize three important characteristics that make up our emotions.
19. Describe an example of respondent thinking that was not in the text. Describe an example of operant thinking that was not in the text.
20. When behaviour modifiers speak of private behaviour, what are they referring to? What basic assumption do behaviour modifiers make about public and private behaviour?
21. Describe a behavior that was not in the text that illustrates how operant thinking might function as a CS to elicit the respondent component of emotions.

Chapter 16

22. Define or describe, and give an example of, response generalization due to: (a) considerable physical similarity of responses; (b) minimal physical similarity of responses; (c) functionally equivalent responses.
23. List the three aspects of programming for behavioral generality. Describe an example of each.
24. Explain the difference between stimulus generalization and stimulus discrimination. Describe two examples illustrating the difference.
25. Briefly describe four tactics for programming operant stimulus generalization. Give an example of each.
26. Describe the generalization strategy referred to as general case programming. Give an example.
27. Briefly describe two tactics for programming operant response generalization. Give an example of each.
28. Briefly describe four tactics for programming operant behavior maintenance in a target situation. Give an example of each.

29. Explain how considerations regarding generality of respondent behavior differ from those regarding operant behavior.
30. Give an example of a pitfall of: (a) stimulus generalization; (b) response generalization; (c) behavior maintenance.
31. Describe the two ways in which the term behavioural momentum has been used in the behavioural literature. Explain at least one practical implication of behavioural momentum with regard to response disruption.