

## Module 1 Activities

Name - \_\_\_\_\_

### Activity 1: Food for Thought

Skinner said behavior must be overt or observable and did not believe covert behavior could be studied. Do you agree with this statement? Reflecting on what you have learned about research methods in psychology, why is this a reasonable statement for him to make? (If you don't remember much, no worries. We will cover them in Module 2). How would you study covert behavior?

## **Module 1 Activities**

### **Activity 2: The ABCs of Behavior...and More**

Think of some behavior you made within the last hour.

1. What was the behavior (please nothing improper)? Was it something you did, said, or thought, or a bit of two or three of them?
2. Describe its occurrence in terms of the dimensions of behavior (frequency, duration, intensity, and/or latency).
3. Is it an overt or covert behavior (from the perspective of another person)?
4. What was the antecedent(s) that led to its occurrence? Briefly describe it(them).
5. What consequence followed it? Was it positive or negative? Briefly describe it. If there were more than one, describe each.
6. Would you want to continue making this behavior? Why or why not?

## Module 2 Activities

Name - \_\_\_\_\_

### Activity 1: Food for Thought

Consider the steps of the scientific method in Table 2.1. Without looking ahead in the textbook, how do you think behavioral analysis and modification will utilize all six of these steps? And it does so think deep about this one. Your self-modification project will utilize all aspects of the scientific method.

## Module 2 Activities

### Activity 2: Application Exercise

**Directions:** Using what you learned about the scientific method and its steps in Module 2, I want you to apply it in a general way before we get deep into behavior modification. The point is to make sure you understand the scientific method and how it works in the field of psychology. Your question can concern any aspect of psychology you might study.

1. State the research question or topic of interest.
2. Propose a theory about this aspect of human behavior.
3. Formulate a hypothesis to test your theory.
4. Using any of the research methods discussed design your study to test the hypothesis. Give consideration to who your participants are, what your variables will be, and how you will collect the data. The main parts of a method section are Participants, Materials, and Procedure. Describe your study in light of these parts. Also, be sure you are sensitive to the issue of measurement and how and when you will gather this raw data.
5. What ethical considerations might be important to address in your study? Give thought to research ethics for this question. Be advised this was not discussed in your textbook but think about what you have learned in other classes.

You can use the rest of this page and the backside, and additional paper if you need to.

## **Module 2 Activities**

### **Activity 2: Application Exercise Continued**

## **Module 2 Activities**

### **Activity 3: Self-Reflection**

How did what you learned affect your understanding of the scientific method and behavior and mental processes?

## Module 3 Activities

Name - \_\_\_\_\_

### Activity 1: Food for Thought

Think about your most recent New Year's Resolution. What was your reasoning for choosing it? Did you follow through with it? Did you meet your goal? Why or why not?

## Module 3 Activities

### Activity 2: Engaging in Charitable Acts

**Scenario:** Let's say you want to make charitable acts more often since you hardly ever make any now as a college student. You have decided to engage in behavioral change to do so. Come up with a few pros and cons of making the change (being charitable). Then analyze these pros and cons as the book has instructed you to do so.

#### Target Behavior – Increasing Charitable Acts (Step 1)

1. What are the pros and cons for not changing and changing the behavior? (Step 2)

<b>Pro's for Not Changing Behavior</b>	<b>Con's for Not Changing Behavior</b>
1.	1.
2.	2.
3.	3.
<b>Short -Term Pro's for Changing Behavior</b>	<b>Short -Term Con's for Changing Behavior</b>
1.	1.
2.	2.
3.	3.



## Module 3 Activities

Long -Term Pro's for Changing Behavior	Long -Term Con's for Changing Behavior
1.	1.
2.	2.
3.	3.

2. **Analysis 1** - Why are the cons for not changing the behavior stronger than the pros for not changing the behavior? If you were weighing your reasons on a scale, the ones for cons would be heavier than the ones for pros. Be thoughtful in your answer (don't just say, because the behavior is bad, for example).

3. **Analysis 2** - Why are the pros for changing the behavior (short and long term) stronger than the pros for not changing the behavior? If you were weighing your reasons on a scale, the pros for changing would be heavier than the pros for not changing. Be thoughtful in your answer (don't just say, because they are good, for example).

## Module 3 Activities

4. **Analysis 3** - Why are the pros for changing the behavior (short and long term) stronger than the cons (short and long term) for changing the behavior? If you were weighing your reasons on a scale, the ones for pros would be heavier than the ones for cons. Be thoughtful in your answer (don't just say, because they are good, for example).

5. **Total Analysis** - Now look at the results of your three analyses. Which outcome from Section 3.2 is likely to occur? Use the table below to help. **5 points**

Analysis #	Which side won? Put an X on the appropriate line.	
1	_____ Pros of Not Changing	_____ Cons of Not Changing
2	_____ Pros of Not Changing	_____ Pros of Changing
3	_____ Pros of Changing	_____ Cons of Changing

## Module 3 Activities

6. **Process of Change** – Based on your listing of pros and cons for engaging in charitable acts, or just maintaining the behavior of not doing so, consider where you are in the process of change according to DiClemente (i.e. precontemplative, contemplative, action, etc....). If you are at a lower level in this process, what factors would help you move to the action stage?

7. Assuming your **self-efficacy** for engaging in charitable acts is low (say 4 or lower on a scale of 1-10), what can you do to improve it? How does this relate to the levels of learning discussion from Day 1 and to the process of change from Question 6?

## Module 3 Activities

8. How do the pros and cons of changing/not changing the behavior relate to **values**? Which values are most important for engaging in charitable acts?

9. Finally, how would having a fixed **mindset** affect your success at increasing your charitable acts (a behavioral deficit)? How might you change to a growth mindset?

## **Module 3 Activities**

### **Activity 3: Self-Reflection**

How did what you learned affect your understanding of a desire to make change and having the motivation and knowledge to do so? How did the discussion of values and mindset on Tuesday aid your understanding of the challenges of making a behavioral change?

## **Module 3 Activities**

## Module 4 Activities

Name - \_\_\_\_\_

### Activity 1: Food for Thought

In science, why is it important to clearly define the variable of interest? I know the book states this but it is important you understand this concept for more than just this class.

Secondly, give thought to goals. Why are they important in behavior modification?

## Module 4 Activities

### Activity 2: Defining the Behavior and Setting Goals

**Scenario:** Let's say you want to make charitable acts more often since you hardly ever make any now. You have decided to engage in behavioral change to do so.

In Week 3, you developed a few pros and cons of making the change (being charitable) and now you will create a behavioral definition and set goals for yourself. Follow all guidelines in Module 4.

#### Target Behavior – Increasing Charitable Acts (Step 1)

1. **Operationally define** your behavior. Be sure to state the behavior so that it can be both measured and observed. Be specific enough so that later, when you observe and record your behavior, you won't have any doubts as to what qualifies as "one behavior." Remember, your definition is used for accuracy in measurement – you'll have time later to identify your goals. **Your definition should contain not mention of your goal.** It must be SPECIFIC, OBJECTIVE, and UNAMBIGUOUS. (Step 3)

One behavior = \_\_\_\_\_



## Module 4 Activities

2. Each of your **goals**, including your final goal, should identify an “amount” of your behavior. Please note that your last sub-goal will be identical to your final goal! It is what you are trying to accomplish. So that the final goal is the distal goal and the subgoals are the proximal goals. Okay. So think about your sub-goals. State them now, in order (begin with the first sub-goal you expect to meet, and end with your final goal). Identify at least 3 goals, but no more than 5, and remember to state your sub-goals in a manner consistent with your operational definition.

(Step 4)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

3. It is important to count your behaviors now too. For each goal, and using your behavioral definition from #1, **count the number of behaviors** you would make from one goal to the next. Note that if your behavior is a deficit, the number of behaviors should go up across goals. If an excess, they should go down. But in this example, most of you should be tackling a deficit.

- Goal 1 Behavioral Count - \_\_\_\_\_
- Goal 2 Behavioral Count - \_\_\_\_\_
- Goal 3 Behavioral Count - \_\_\_\_\_
- Goal 4 Behavioral Count - \_\_\_\_\_
- Goal 5 Behavioral Count - \_\_\_\_\_

## Module 4 Activities

4. What is your **critterion** for moving from one sub-goal to the next? Note that you could have different criterion for each goal as they do technically get harder from one goal to the next. (Step 4)

- Criterion for Goal 1 – Maintain the behavior for \_\_\_\_\_ week(s)
- Criterion for Goal 2 – Maintain the behavior for \_\_\_\_\_ week(s)
- Criterion for Goal 3 – Maintain the behavior for \_\_\_\_\_ week(s)
- Criterion for Goal 4 – Maintain the behavior for \_\_\_\_\_ week(s)
- Criterion for Goal 5 – Maintain the behavior for \_\_\_\_\_ week(s)

5. Finally, calculate how many weeks your plan will take to complete. Remember, you are doing a “check-in” at Week 3 but you can, and should, continue your plans.

My plan will take \_\_\_\_\_ total weeks.

-----

Now put it all together in the table below. You will use this in an upcoming exercise on the token economy.

Goal #	Goal	# of Behaviors	Criterion to Move to Next Goal
1			
2			
3			
4			
5			
6			
<b>TOTAL WEEKS FOR PLAN</b>			

Six goals are listed in case you have that many. If not, just ignore the others.

## **Module 4 Activities**

### **Activity 3: Self-Reflection**

How did what you learned affect your understanding of defining your behavior and setting goals? Seriously consider the importance of the criterion too in your answer.

## **Module 4 Activities**

## Module 5 Activities

Name - \_\_\_\_\_

### Activity 1: Food for Thought

Why is it important to account for temptations, as best as we can, before starting the treatment phase? How can the baseline phase help with this process?

## Module 5 Activities

### Activity 2: Recording and ABC Chart Practice

**Scenario:** Let's say you want to make charitable acts more often since you hardly ever make any now. You have decided to engage in behavioral change to do so.

Previously, you developed a few pros and cons of making the change (being charitable) and created a behavioral definition and set goals for yourself. Now its time to consider what steps you will take to record the behavior and think about what the functional assessment might teach you.

#### Recording Behavior and the ABC Charts

In what form will you be charitable?

What is the observation period?

What is the type of recording you will use (continuous, product/outcome, interval)

What are you using to record?

## Module 5 Activities

During the baseline and treatment phases you will use the **ABC chart** to ultimately record your data, even if you initially record with another method. So how do you fill it out. Let's practice.

Practice Example 1:

Say you wish to make charitable acts and decide to focus on volunteering time at a soup kitchen. You do so on March 10<sup>th</sup> from 2-5 pm. Complete the chart below as a class.

Date: \_\_\_\_\_

Time: \_\_\_\_\_ AM PM

Observer: \_\_\_\_\_

Location: \_\_\_\_\_

<b>Antecedents:</b>  (Describe any environmental or internal events that led to the occurrence or non-occurrence of the desired behavior)	Description:
<b>Behavior:</b>  (Describe the behavior that was made and any relevant dimensions: frequency, duration, intensity)	Description:
<b>Consequences:</b>  (Describe the results of the behavior using terminology learned in this course such as PR, NR, PP, and NP)	Description:

Notes:

## Module 5 Activities

Practice Example 2:

Date: \_\_\_\_\_

Time: \_\_\_\_\_ AM PM

Observer: \_\_\_\_\_

Location: \_\_\_\_\_

<p style="text-align: center;"><b>Antecedents:</b></p> <p>(Describe any environmental or internal events that led to the occurrence or non-occurrence of the desired behavior)</p>	<p>Description:</p>
<p style="text-align: center;"><b>Behavior:</b></p> <p>(Describe the behavior that was made and any relevant dimensions: frequency, duration, intensity)</p>	<p>Description:</p>
<p style="text-align: center;"><b>Consequences:</b></p> <p>(Describe the results of the behavior using terminology learned in this course such as PR, NR, PP, and NP)</p>	<p>Description:</p>

Practice Example 3:

Date: \_\_\_\_\_

Time: \_\_\_\_\_ AM PM

Observer: \_\_\_\_\_

Location: \_\_\_\_\_

<p style="text-align: center;"><b>Antecedents:</b></p> <p>(Describe any environmental or internal events that led to the occurrence or non-occurrence of the desired behavior)</p>	<p>Description:</p>
<p style="text-align: center;"><b>Behavior:</b></p> <p>(Describe the behavior that was made and any relevant dimensions: frequency, duration, intensity)</p>	<p>Description:</p>
<p style="text-align: center;"><b>Consequences:</b></p> <p>(Describe the results of the behavior using terminology learned in this course such as PR, NR, PP, and NP)</p>	<p>Description:</p>



## Module 5 Activities

### Activity 3: Self-Reflection

Now let's focus on your project.

What is the target behavior you wish to change? \_\_\_\_\_

Give thought to what the Behavior is you are trying to change and what form it may take. Then consider the Antecedents that lead to its occurrence or nonoccurrence and what Consequences maintain it. If you attempted to change this behavior in the past, mention what you did, what worked, and what did not under Previous Interventions. You will use this information in conjunction with the results of your baseline phase to complete the functional assessment.

Antecedents

Behavior

Consequences

Temptations

Previous Interventions

## **Module 5 Activities**

## **Module 6 Activities**

Name - \_\_\_\_\_

### **Activity 1: Food for Thought**

Being given rewards or penalties are a fact of life and something we became accustomed to since childhood. What makes a reinforcer or punisher more salient for you?

What factors, in general, make reinforcers and punishers more effective?

## Module 6 Activities

### Activity 2: Behavioral Contingencies

**Directions:** For each of the following examples identify the type of consequence. Use the following nomenclature:

- **PR** (positive reinforcement): Something good is presented, which encourages the behavior in the future.
- **NR** (negative reinforcement): Something bad is removed or avoided, which encourages the behavior.
- **PP** (positive punishment): Something bad is presented, which discourages the behavior in the future.
- **NP** (negative punishment): Something good is removed, which discourages the behavior in the future.

Use the two-letter abbreviation below.

\_\_\_ 1. Police stop drivers and give them a prize if their seat belts are buckled; seat belt use increases in town.

\_\_\_ 2. A basketball player who commits a flagrant foul is removed from the game; his fouls decrease in later games.

\_\_\_ 3. A soccer player rolls her eyes at a teammate who delivered a bad pass; the teammate makes fewer errors after that.

\_\_\_ 4. To help decrease muscle aches when you are sore you take a hot bath.

\_\_\_ 5. After completing an alcohol education program, the suspension of your driver's license is lifted. More DWI drivers now complete the program.

\_\_\_ 6. After Jodi flirted with another guy at a party her boyfriend stopped talking to her. Jodi didn't flirt at the next party.

\_\_\_ 7. A professor allows students with A averages in the class to skip the final exam. Students work harder for A's.

\_\_\_ 8. You clean up your stuff more regularly now to avoid your roommate's (or mother's) nagging.

## Module 6 Activities

\_\_\_ 9. You intentionally do not reply to an e-mail from your boss and are given a reprimand. In the future, you do not ignore her emails.

\_\_\_ 10. Your computer shuts down after you do not plug it in and allow it to recharge. In the future, you plug it in when the battery indicator flashes red to avoid it shutting down and you losing work.

Check out this one:

11. The annoying child jumps up and down, hand raised, yelling "Me, me, me!" until the teacher calls on her. The child jumps and yells even more in the future.

What is going on here?

Is it reinforcement or punishment? \_\_\_\_\_

Is it negative or positive or *both*? Explain. Consider both the child and the teacher in your answer.

---

---

---

---

---

## Module 6 Activities

### Activity 3: Schedules of Reinforcement

**Directions:** Identify the following as either fixed ratio (FR), fixed interval (FI), variable ratio (VR), or variable interval (VI). Use the two-letter abbreviation when recording your answers.

\_\_\_ 1. Slot machines at casinos pay off after a variable number of times the handle is pulled.

\_\_\_ 2. A rat is given a food pellet every 5 minutes if he has pushed the lever in the Skinner box at least once.

\_\_\_ 3. Every time you make a purchase at your local sub shop you earn points for the purchase.

With every 75 points earned, you receive a free foot-long sub.

\_\_\_ 4. Sometimes the mail is delivered at 1:00, sometimes closer to 2:00.

\_\_\_ 5. A used car salesperson is paid commission by the dealership for each sale she makes.

\_\_\_ 6. Consider the same salesperson in item #5. Does she get a sale for every car she attempts to sell? What schedule does this represent?

7. A child receives a star on the board when he is good and makes positive contributions to the class discussions, as determined by his teacher and after some random amount of contributions each day. Every three stars earn him a prize from the prize box. Is there more than one schedule present here? If so, what are they?

---

---

---

## Module 6 Activities

### Activity 4: Respondent Conditioning

**Directions:** Identify the unconditioned stimulus (UCS), unconditioned response (UCR), conditioned stimulus (CS), and conditioned response (CR) for each scenario.

1. A young child cries after receiving a painful shot from a nurse wearing a white jacket. The next week his mother cannot understand why the child cries when a barber (in a white jacket) begins to cut his hair.

UCS - \_\_\_\_\_ UCR - \_\_\_\_\_

CS - \_\_\_\_\_ CR - \_\_\_\_\_

2. John had a horrific car accident two years ago. Since then, the mere sound of brakes squealing causes him to become highly anxious and break into a cold sweat.

UCS - \_\_\_\_\_ UCR - \_\_\_\_\_

CS - \_\_\_\_\_ CR - \_\_\_\_\_

3. You go on a date with your high school sweetheart and take her to a private place where you both make out (and subsequently get turned on). The following day you are out driving around when you see that spot and get turned on again. (This is similar to #4. The UCS and UCR are the same. The CS and CR differ. What if you are at this special place and the CD is playing? Now either the CD or seeing the spot cause the same response.)

UCS - \_\_\_\_\_ UCR - \_\_\_\_\_

CS - \_\_\_\_\_ CR - \_\_\_\_\_

4. People receiving chemotherapy treatment for cancer report vomiting during or shortly after the procedure. After several chemotherapy sessions, they feel sick as soon as they enter the treatment room.

UCS - \_\_\_\_\_ UCR - \_\_\_\_\_

CS - \_\_\_\_\_ CR - \_\_\_\_\_

## **Module 6 Activities**

### **Activity 5: Self-Reflection**

How did what you learned affect your understanding of the importance of reinforcement and punishment?



## **Module 7 Activities**

Name - \_\_\_\_\_

### **Activity 1: Food for Thought**

To bring about behavioral change, why is it important to address the antecedent(s)?

## Module 7 Activities

### Activity 2: Goal Setting

1. How might you use **goal setting** with the following target behaviors? It is a good idea to write a behavioral definition first. You will be assigned one of the three to work on alone or in small groups and then can write answers about the other two during the class discussion.

- Quitting smoking (a functional assessment shows that the individual smokes about 20 cigarettes a day)
- Increasing feelings of self-worth
- Overcoming social phobia (tackle this as a deficit, not an excess)

## Module 7 Activities

### Activity 3: Antecedent Manipulations

1. You have decided that you drink too much coffee throughout the day and want to instead increase your water consumption. How might you go about utilizing **antecedent manipulations** (there are actually two behaviors here, or you could see it as replacing drinking coffee with water).

## **Module 7 Activities**

2. Ever since Stanley left home and came to school, family and friends have written letters to him. However, he rarely writes back. He wants to, but never seems to get around to it. He is in school most of the day and spends about 1-2 hours studying per evening. The rest of the evening he watches TV or videos, or spends time in the game room playing pool. How might you use antecedent manipulations only to help himself write letters to the people who write letters to him?

## Module 7 Activities

3. How might you utilize an **establishing operation** with our target behavior of overcoming social phobia?

4. In terms of the goal of eliminating the habit of nail biting. How might an **abolishing operation** be useful in our treatment plan?

## **Module 7 Activities**

5. Your friend Betty knows you are taking this class and comes to you for help. She is not doing well in her courses because she spends little time studying. Every evening after supper, she spends time with her friends, talking, watching TV and videos, and playing games. She wants your advice as to how she can study more in the evening. Use the 6 antecedent manipulations ONLY.

## **Module 7 Activities**

### **Activity 4: Food for Thought**

When engaging in behavioral change, is it necessary to have social support? Why? Can social “support” be part of the problem too?

## Module 7 Activities

### Activity 5: All Remaining Antecedent Focused Strategies

1. A teacher finds that one of her students is very shy and often plays alone at recess. She develops a behavior modification plan that successfully helps the student to be more outgoing and sociable on the playground and even in gym. The problem is that the student becomes too outgoing to the point of being disruptive in regular classroom activities. How might you help the teacher to **establish stimulus control** over the behavior?



## Module 7 Activities

2. A child is having behavioral issues in his gym class and his PE teacher has contacted an applied behavioral analyst (that is, you) for help. The child has sessions with you 2 times a week and outside of his normal classroom setting. What would you do to help the student **generalize** beyond your therapy sessions? Use the strategies given in the lecture and book.

3. How would you teach your son or daughter to play baseball and bat?

## Module 7 Activities

4. You want to teach your child how to set the table for dinner so that in the future, he can set it as part of his allowance. What **prompts** will you use? You want your child to do this on his own and so you will need to **fade the prompts** also. What tactic will you use? How might you also **test** whether or not your child truly knows how to set the table?

## **Module 7 Activities**

5. In terms of increasing feelings of self-worth, how might you use the antecedent manipulation of presenting a cue for the desirable behavior, self-instructions, social support, and prompts.

## **Module 7 Activities**

6. Your friend Betty knows you are taking this class and comes to you for help. She is not doing well in her courses because she spends little time studying. Every evening after supper, she spends time with her friends, talking, watching TV and videos, and playing games. She wants your advice as to how she can study more in the evening.

You used antecedent manipulations for this scenario in Activity 3. Now complete the treatment plan/strategy selection and use all other antecedent focused strategies as they apply. Answer below this and DO NOT restate the antecedent manipulations.

## Module 7 Activities

### Activity 6: All Antecedent Focused Strategies (Recap)

Directions: Review the scenario below. Propose antecedent focused strategies to deal with the target behavior. As a starting point, be sure you can clearly identify what the target behavior is. A behavioral definition may be necessary to create as well, depending on the strategies you will use. Then, choose from ALL antecedent focused strategies when developing a plan to deal with the antecedent(s). Do not address consequences here.

1. Glenda is a first-grade teacher with 20 students in her classroom. She runs a number of structured and unstructured activities in the classroom in which the children work individually and in groups. She has found that when the students are in group activities that are less structured such as arts and crafts, some students act out and engage in minor disruptive behaviors. The behaviors are not dangerous but disrupt the class and set a bad example for other students. What advice might you give Glenda to help end this unwanted behavior?

## **Module 7 Activities**

### **Activity 7: Self-Reflection**

How did what you learned affect your understanding of using antecedent manipulations, goal setting, generalization, prompts, social support, and self-instructions to bring about behavioral change? What are you still confused about? Identify specific areas.

## Module 8 Activities

Name - \_\_\_\_\_

### Activity 1: Food for Thought

How might a maladaptive cognition be the cause of a low self-efficacy rating and a greater likelihood of plan failure?

## **Module 8 Activities**

### **Activity 2: Fear and Anxiety Procedures**

1. Your friend has an unusual fear of snow, called Chionophobia. How might you suggest she modify this fear, outside of moving to the deep southwest where it generally never snows?

2. Outside of a fear of snow, a more powerful fear is that of Lygophobia or a fear of darkness. What strategies will you use to aid with overcoming this fear? It is likely that the strategies used with snow will be different with darkness.



## **Module 8 Activities**

3. Jesse has a fear of heights. Whenever he looks out a window that is two stories or more above the ground, he experiences autonomic arousal. The higher he goes, the worse it gets. Jesse avoids heights as much as possible and this has had a negative impact on his life such as declining to go out with friends who were eating at a seventh-floor restaurant. What strategies will you use to decrease or extinguish this fear?

## **Module 8 Activities**

### **Activity 3: Habit Reversal Procedures**

1. Habit behaviors are quite common in our society, such as tapping one's foot while standing or sitting. How might you go about reducing or eliminating this behavior?

## Module 8 Activities

2. Propose a competing response for the following habit behaviors:

- Grinding your teeth –
- Biting your lips –
- Stuttering the word statistics –
- Head tic –
- Arm jerking –

3. Tanya is a 5-year old who sucks her thumb during the day when she is watching tv or not actively engaged in an activity and then as she falls asleep and at intervals throughout the night. Describe strategies that can be used to decrease Tanya's thumb-sucking at night and during the day.

## **Module 8 Activities**

### **Activity 4: Cognitive Behavior Modification Procedures**

1. Your son died suddenly a year ago and you have blamed yourself since (note that there was nothing you actually did to cause it). How might you go about changing this maladaptive cognition?

## **Module 8 Activities**

2. Chad is a 22-year old man with mild intellectual disability, has good verbal abilities, and can easily carry on a conversation and understand complex directions. He however has a problem with stealing from coworkers in the factory he works at. This typically occurs at break time and when no one else is around. Chad has been told he will lose his job if he does not stop stealing. Describe how you will use behavior modification procedures to stop this behavior?

## **Module 8 Activities**

### **Activity 5: Self-Reflection**

How did what you learned affect your understanding of the ways to change a behavior, by focusing on the behavior itself? What are you still confused about? Identify specific areas.

## Module 9-1 Activities

Name - \_\_\_\_\_

### Activity 1: Token Economy Practice #1

#### Scenario:

**Scenario:** Let's say you want to make charitable acts more often since you hardly ever make any now. You have decided to engage in behavioral change to do so.

#### Target Behavior – Increasing Charitable Acts (Step 1)

Now consider how you will develop the token economy for this project.

Why – Identify the desirable behaviors you want to strengthen or problem behaviors you want to extinguish (create your **behavioral definitions**)? For our purposes, let's use the following:

**1 behavior =**

Establish your **goals** and **criterion** (do not have your plan exceed 8 weeks). Count behaviors too.

Goal #	Goal	# of Behaviors (Daily)	# of Behaviors (Weekly)	Criterion to Move to Next Goal or MP
1				
2				
3				
4				
5				
6				
<b>TOTAL WEEKS FOR PLAN</b>				

What – What will you use as **tokens**?

## Module 9-1 Activities

**Who** will deliver tokens and “sell” the backup reinforcers? This may not be the same person.

I will and any time during the week

**What** – What **backup reinforcers** will you use? Include consumables, activities, tangibles, and privileges. Select more than one and rank them in order of importance/cost.

**How** – **How many** tokens will you give for engaging in the desired behavior? Be clear and consider your schedule (intermittent or continuous). See Table 1 below.

**How much** will the backup reinforcers cost? In other words, what is their price or exchange rate? See Table 2 below.

---

It is useful to create tables for your token economy and in your self-management project, you will be required to do so. The two tables you should use are:

- One for the **behaviors** and how many tokens they earn to include any extra points and non-contingent events.
- One for the **backup reinforcers** and how much they cost (exchange rate).

Complete the tables below. Use the space below to work out your thoughts on tokens and backup reinforcers before filling the tables. I provided a few rows for you to use. If you don't need them all, that is fine. If you need more, just write below as best as you can.



## Module 9-1 Activities

**Table 1: Behaviors & Token Values**

<b>Behaviors</b>	<b>Tokens Earned</b>

<b>Extra Points</b>	<b>Tokens Earned</b>

<b>Non-contingent Events</b>	<b>Reward</b>



## Module 9-1 Activities

Now figure out the **Max Tokens** using the Treatment Phase Token Log

	Week							
Day	1	2	3	4	5	6	7	8
1								
2								
3								
4								
5								
6								
7								
Extra Points by Week								
Weekly Totals								
<b>Treatment Phase Total -</b>					<b>XXX</b>			

Once done, add up the costs of all of your backup reinforcers. Compare this number to the max tokens earned. Is it less than this number? If not, you need to adjust your numbers. If the difference is too great, you may need to increase the cost of your back up reinforcers.

Max Tokens Earned –

Total Cost of Back up Reinforcers –

Difference - \_\_\_\_\_-; if this value is not positive, you have an issue

## Module 9-1 Activities

**When and Where** – When and where are the tokens exchanged for the backup reinforcers?

How will you use **response costs**? Be sure to define the problem behavior(s) and the cost of making those behaviors?

How will you **terminate** the token economy?

## Module 9-1 Activities

### Activity 2: Token Economy Practice #2

**Target Behavior** – \_\_\_\_\_

Now consider how you will develop the token economy for this project.

Why – Identify the desirable behaviors you want to strengthen or problem behaviors you want to extinguish (create your **behavioral definitions**)? For our purposes, let's use the following:

**1 behavior** = \_\_\_\_\_

Establish your **goals** and **criterion** (do not have your plan exceed 8 weeks). Count behaviors too.

Goal #	Goal	# of Behaviors	Criterion to Move to Next Goal or MP
1			
2			
3			
4			
5			
6			
<b>TOTAL WEEKS FOR PLAN</b>			

What – What will you use as **tokens**?

**Who** will deliver tokens and “sell” the backup reinforcers? This may not be the same person.

What – What **backup reinforcers** will you use? Include consumables, activities, tangibles, and privileges. Select more than one and rank them in order of importance/cost.

## Module 9-1 Activities

How – **How many** tokens will you give for engaging in the desired behavior? Be clear and consider your schedule (intermittent or continuous). See Table 1 below.

**How much** will the backup reinforcers cost? In other words, what is their price or exchange rate? See Table 2 below.

-----  
It is useful to create tables for your token economy and in your self-management project, you will be required to do so. The two tables you should use are:

- One for the **behaviors** and how many tokens they earn to include any extra points and non-contingent events.
- One for the **backup reinforcers** and how much they cost (exchange rate).

Complete the tables below. Use the space below to work out your thoughts on tokens and backup reinforcers before filling the tables. I provided a few rows for you to use. If you don't need them all, that is fine. If you need more, just write below as best as you can.

## Module 9-1 Activities

**Table 1: Behaviors & Token Values**

<b>Behaviors</b>	<b>Tokens Earned</b>

<b>Extra Points*</b>	<b>Tokens Earned</b>

<b>Non-contingent Events**</b>	<b>Reward</b>
End of first week	
End of second week	
End of third week	
End of fourth week	
End of fifth week	
End of sixth week	
End of seventh week	
End of eighth week	





## Module 9-1 Activities

Now figure out the Max Tokens using the Treatment Phase Token Log

	Week							
Day	1	2	3	4	5	6	7	8
1								
2								
3								
4								
5								
6								
7								
Extra Points by Week								
Weekly Totals								
<b>Treatment Phase Total -</b>								

Once done, add up the costs of all of your backup reinforcers. Compare this number to the max tokens earned. Is it less than this number? If not, you need to adjust your numbers. If the difference is too great, you may need to increase the cost of your back up reinforcers.

Max Tokens Earned –

Total Cost of Back up Reinforcers –

Difference - \_\_\_\_\_-; if this value is not positive, you have an issue

## Module 9-1 Activities

**When and Where** – When and where are the tokens exchanged for the backup reinforcers?

How will you use **response costs**? Be sure to define the problem behavior(s) and the cost of making those behaviors?

How will you **terminate** the token economy?

## **Module 9-1 Activities**

### **Activity 3: Self-Reflection**

How did what you learned affect your understanding of the token economy and its usefulness in a behavior modification project? How confident do you feel with the token economy on a scale of 1-10 (1 being 'No clue' to 10 'Got it')

## **Module 9-1 Activities**

## Module 9-2 Activities

Name - \_\_\_\_\_

### Activity 1: Food for Thought

Think back to your rebellious teenage years to a time when your parents punished you for some behavior that they found to be unacceptable. Did the punishment really reduce your likelihood of repeating the behavior? Did the punishment/consequence show you what behavior was appropriate?

## Module 9-2 Activities

### Activity 2: Differential Reinforcement

Identify the following as DRA, DRO, DRI, or DRL. Each is used twice. For DRL, choose full or spaced session (one of each is used).

\_\_\_\_\_ 1. Jenny is a 5-year-old girl who accidentally wet her pants in 1<sup>st</sup> grade one day. Though no one noticed she started going to the bathroom about 5 times a day. The teacher implemented a procedure in which Jenny received a star if she waited 30 minutes between trips to the bathroom.

\_\_\_\_\_ 2. Sara is a 3-year-old girl in day care. She took a nap for an hour each afternoon and sucked her thumb throughout most of the nap time. Sara liked to have stories read to her at nap time. To stop her behavior of thumb sucking, a psychologist sat down next to her at nap time and read to her whenever she was not sucking her thumb. If she put her thumb into her mouth, the psychologist stopped reading. Gradually, the psychologist increased the length of time without thumb-sucking until there was no more of it at nap time.

\_\_\_\_\_ 3. Theresa is a 15-year-old girl who chews on her nails. To help stop this behavior she places her hands in her pockets if she feels tense or anxious. When her parents see her do this she is given verbal praise and occasional money by her parents.

\_\_\_\_\_ 4. Mrs. Williams has been in a nursing home for over a year now. When she sees a nurse she immediately complains about the food, her room, other patients, the noise, etc. The nurses listen politely and try to comfort her but over the past several months it has gotten worse and she rarely says anything positive. The nurses want her to become positive again and consult a psychologist for help. The treatment plan is as follows: When the nurses see Mrs. Williams, they are to say something positive to her right away. Second, whenever Mrs. Williams says anything positive herself, the nurses are to stop and smile at her and actively listen to what she is saying. Third, whenever Mrs. Williams starts to complain they are to leave the room or to become too busy to listen at that time. Then if she stopped complaining and says something positive, they turn to listen to her.

\_\_\_\_\_ 5. Jerry is a 9-year old boy who engaged in self-injurious behavior (SIB) in which he scratched or rubbed his skin until he produced sores all over his body. The behavior only occurred when he was alone. Researchers gave Jerry tokens for periods of time when he did not engage in SIB and later exchanged the tokens for access to TV, snacks, video games, etc. If he scratched during that time an experimenter went into the room, pointed to the spot where Jerry had scratched, and said that he could not have a token because he had scratched. Once successful at not scratching for two minutes the time was increased to 4 minutes and then eventually to 15 minutes.

## Module 9-2 Activities

\_\_\_\_\_ 6. Jason is an 8-year old boy in a third-grade class. When his teacher asks him to do schoolwork he slams his fists on his desk and rocks back and forth violently in his seat. The teacher has him take a break and sit in a chair by himself at the back of the room until he calms down. But now Jason does not get much work done. The school psychologist recommends the following: First, each time Jason completed a workbook problem he was allowed to get up and sit in a chair at the back of the room by himself for a few minutes. Initially, Jason only completed easy workbook problems to make his success greater and lead to more opportunity for reinforcement. When he did act out and throw a tantrum the teacher did not allow him to escape from his work. He had to stay in his seat at the front of the room and after he calmed down, do the problem again.

\_\_\_\_\_ 7. A teacher told students before class that if they talked-out fewer than five times in the class period they would all receive two pieces of candy at the end of the day.

\_\_\_\_\_ 8. Marissa loves to drink soda. Really, she just likes to have something to drink. The soda is full of empty calories and is causing her to gain weight. As such, she needs to make a change. To keep from drinking soda she carries water to and from work and school. At the end of each day if she has drank something other than soda (in other words, the water replaces the soda and while she is drinking water she cannot drink soda) she rewards herself with 10 bingo chips in her token economy. On occasion, she does allow herself to have a soda with dinner, and according to a FI schedule.

-----

## **Module 9-2 Activities**

### **Activity 3: Consequence Focused Strategies**

1. Your child gets upset about being punished for doing poorly on a math test and destroys his room. What type of punishment procedure might you use to discourage this behavior in the future?



## Module 9-2 Activities

2. Why would a token economy not be the best technique to use in a college classroom to increase student effort on exams? What other strategy would you recommend?

3. Your child hates having to deep clean the living room on the weekend. He acts out and is punished by being sent to his room. Is this punishment effective? Why or why not? What would you propose be done instead by the parents?

## **Module 9-2 Activities**

### **Activity 4: Self-Reflection**

How did what you learned affect your understanding of consequence focused strategies? What are you still confused about? Identify specific areas.

## Module 10 Activities

Name - \_\_\_\_\_

### Activity 1: Selecting Strategies

Over the previous weeks you were asked to state pros and cons for maintaining and changing the behavior, do the analyses, identify where in the process of change you were, offer a behavioral definition, establish goals, state a criterion, develop a recording plan, present the results of a hypothetical functional assessment, and develop a token economy for the following:

**Scenario:** Let's say you want to learn French before making a trip to Paris next summer (2022). How might you use a behavior modification plan to do this? Note that you have some basic knowledge from high school French but that was almost 10 years ago so you are rusty. You are concerned because you have a tendency to binge watch your favorite shows and so this could slow down your progress especially since you tend to give in to the desire to watch the show over completing a task. As well, you have never found learning a language to be a strength and are a bit doubtful about being successful. You tend to give up if frustrated, even just a little, and do not like to be challenged.

Its time to choose strategies for changing this behavior. You will do this in the same way you did for your personal project on the Selecting Strategies worksheet.

The purpose of this exercise is to practice choosing strategies. If you are not using a strategy, say why.

**1 behavior =** \_\_\_\_\_

## Module 10 Activities

### PART 1: Antecedent-Focused Strategies

Strategy	Sub-strategies or Talking Points	How will you use it or why are you <b>not</b> using it?
Goal Setting	You are required to use goal setting	Goal 1. Goal 2. Goal 3. Goal 4. Goal 5.
Antecedent Manipulations:  - Be advised that you may use them more than once.  - Identify the antecedent or consequence you are trying to modify clearly.	Presenting Cue for DB	
	Removing Cue for UB	
	Reducing Response Effort for DB	
	Increasing Response Effort for UB	
	Establishing Operation for DB	
	Abolishing Operation for UB	

## Module 10 Activities

Generalization and Discrimination	How will you generalize beyond your primary situation? Are there situations in which you will not want to make the desired behavior?	
<p>Prompting:</p> <p>- Describe any prompts you will use in your plan. There is no need to include all four, or even any of them, but if you are using social support they will be helpful and are required for programming.</p>	Verbal	
	Gestural	
	Modeling	
	Physical	
Programming	Used in conjunction with Generalization	
Self-Instructions	Describe the specific self-instructions/ statements you will make to yourself as a reminder of your goal when you are tempted.	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

## Module 10 Activities

	Write at least 3 of them.	4.
Social Support	If you are using social support, describe how it will be used. Who will be the support?	

### **PART 2: Behavior-Focused Strategies**

Strategy	Sub-strategies or Talking Points	How will you use it or why are you <b>not</b> using it?
Shaping	Are you trying to create a new behavior? If so, your goal setting strategy will be a shaping strategy also.	
Fear and Anxiety Procedures – Generally used only in cases of maladaptive fear or anxiety	Relaxation Techniques – These techniques may be useful for general stress reduction or test anxiety	
	Desensitization (systematic and/or in-vivo)	
	Flooding	
	Modeling	
Habit Reversal	Used only if you are trying to reduce a habit behavior as defined in Module 8. Otherwise say “Not needed.”	

## Module 10 Activities

Cognitive Behavior Modification	Cognitive Restructuring – Can be used to aid with removing maladaptive cognitions which may present a barrier to success	
	Cognitive Coping Skills Training	
	Acceptance Techniques	

### PART 3: Consequence-Focused Strategies

Strategy	Sub-strategies or Talking Points	How will you use it or why are you <b>not</b> using it?
Token economy	Required for this project	Described in your proposal and final paper. See Planning Sheet 5 for details. No more detail needed here.
Differential Reinforcement – Be specific as to why you chose this DR procedure. What is your end goal? See the description above.  Be careful not to misuse these strategies.	DRA	
	DRO	
	DRL	
	DRI	

## Module 10 Activities

Self-Praise	How will you deliver your own PRs or NRs when you make the desired behavior?	
Social Support	The same as under antecedent, state who will give the support and in what way will they deliver consequences, both reinforcers and punishers.	
Punishment Procedures:  Be specific as to why you chose to use the procedure(s) you selected and how reinforcement can be used in conjunction.  If not used, just state so.	Time Out – not likely needed	
	Response Cost – often used in a token economy	
	Overcorrection (positive practice and/or restitution)	
	Physical Restraint	
	Guided Compliance	
	Contingent Exercise – you do not need to assign exercise if you fail to make the desired behavior.	



## **Module 10 Activities**

### **Activity 2: Self-Reflection**

How did what you learned affect your understanding of selecting strategies? How confident do you feel about being able to do this for your personal project on a scale of 1-10 with 1 being Not Confident and 10 being Highly Confident? What do you find challenging about this process, if anything?

## **Module 10 Activities**

## Module 11 Activities

Name - \_\_\_\_\_

### Activity 1: Writing Rules

Directions:

You will practice writing rules for the following scenario:

**Scenario:** I am engaging in a behavior modification plan to spend less money when shopping at an electronics store.

#### Write Your Plan Rules

1. State any rules related to your behavioral definition.
2. State any rules necessary in relation to your goals. Do you have a timetable you would like to complete your plan by? If so, state it.
3. State any rules necessary in relation to your recording method and data collection.
4. State any rules necessary in relation to the strategies you have selected. There will likely be several here and a large group of them will involve the token economy which recall is a consequence focused strategy.
5. State any rules necessary in relation to your temptations and mistakes. These should be in If-Then format.

Please follow the formatting guidelines stated at the end of Section 11.4. In the end, you will have at least 20 rules. They should be bulleted with section headings and not in paragraph format.

## **Module 11 Activities**

### **My Behavior Modification Plan Rules**

**Behavioral Definition and Goals Rules**

**Method of Recording Rules**

**Strategies Rules**

**Temptations and Mistakes Rules**

## **Module 11 Activities**

### **Activity 2: Self-Reflection**

How confident do you feel about being able to write rules for your personal project on a scale of 1-10 with 1 being Not Confident and 10 being Highly Confident? What do you find challenging about this process, if anything?

## **Module 11 Activities**

## Module 12-1 Activities

### Activity 1: Dimensions of Wellness and Charitable Acts

**Scenario:** Let's say you want to make charitable acts more often since you hardly ever make any now. You have decided to engage in behavioral change to do so.

#### Target Behavior – Increasing Charitable Acts (Step 1)

Now consider what specific dimensions of wellness may be affected by this behavior being increased (currently a deficit). Complete the table stating why it would be affected or not. Be specific about why.

As a reminder, SAMHSA proposes eight dimensions of wellness as follows (this information is directly from their website):

- Physical – Recognizing the need for physical activity, healthy foods, and sleep.
- Emotional – Coping effectively with life and creating satisfying relationships.
- Environmental — Good health by occupying pleasant, stimulating environments that support well-being
- Financial — Satisfaction with current and future financial situations
- Intellectual — Recognizing creative abilities and finding ways to expand knowledge and skills
- Occupational — Personal satisfaction and enrichment from one's work
- Social — Developing a sense of connection, belonging, and a well-developed support system
- Spiritual — Expanding a sense of purpose and meaning in life

## Module 12-1 Activities

NOTE: You may consider **all** aspects of charitable acts when answering. In other words, you do not have to rely on the previously used behavioral definition only in other activities.

Dimension	Reason Why it Would be Affected or Not
Physical	
Emotional	
Intellectual	
Spiritual	
Occupational	
Financial	
Social	
Environmental	



## Module 12-1 Activities

### Activity 2: Dimensions of Wellness and Your Plan

Dimension	Reason Why it Would be Affected or Not
Physical	
Emotional	
Intellectual	
Spiritual	
Occupational	
Financial	
Social	
Environmental	

**Note that you will write about the dimensions relevant to your project in your Proposal Self-Reflection.**

## Module 12-1 Activities

### Activity 3: Final Exam Practice

**Directions:** Using antecedent, behavior, and consequence focused strategies suggest specific strategies that can be used to change the behavior in question, whether increasing a deficit or reducing or eliminating an excess. Select all strategies that may apply to the scenario.

1. Jesse has a fear of heights. Whenever he looks out a window that is two stories or more above the ground, he experiences autonomic arousal. The higher he goes, the worse it gets. Jesse avoids heights as much as possible and this has had a negative impact on his life such as declining to go out with friends who were eating at a seventh-floor restaurant. Help Jesse overcome his fear.

## **Module 12-1 Activities**

2. Glenda is a first-grade teacher with 20 students in her classroom. She runs a number of structured and unstructured activities in the classroom in which the children work individually and in groups. She has found that when the students are in group activities that are less structured such as arts and crafts, some students act out and engage in minor disruptive behaviors. The behaviors are not dangerous but disrupt the class and set a bad example for other students. What advice might you give Glenda to help end this unwanted behavior?

## **Module 12-1 Activities**



## Module 12-2 Activities

You will now share these hopes and concerns as a class. Write a list of what is shared by all.

Greatest Hopes	Greatest Concerns

How does this list compare with what you wrote down?

What psychological construct does this demonstrate?

## Module 12-2 Activities

### **PART 2**

What will you do if your plan does not work as expected? How might you feel?

### **PART 3**

Write yourself a few kind, understanding, words of comfort to help you deal with the possibility of failure, even if just a partial failure.

What psychological construct does this demonstrate (Parts 2 and 3)?

## Module 12-2 Activities

### Recording During the Treatment Phase

Figure 12.1: Sample ABC Chart and Journal

Treatment Phase: Day \_\_\_\_, Week \_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_ AM PM

Observer: \_\_\_\_\_

Location: \_\_\_\_\_

<b>Antecedents:</b>  (Describe any environmental or internal events that led to the occurrence or non-occurrence of the desired behavior)	Description:  
<b>Behavior:</b>  (Describe the behavior that was made and any relevant dimensions: frequency, duration, intensity)	Description:  Behavior Count (see your goal) - _____
<b>Consequences:</b>  (Describe the results of the behavior using terminology learned in this course such as PR, NR, PP, and NP)	Description:  

#### Journal Entry

Encountered Temptations –

Mistakes –

Strategies –

Rules –

Recording Method –

Other Issues -



## Module 12-2 Activities

### Activity 2: Final Exam Practice

**Directions:** Using antecedent, behavior, and consequence focused strategies suggest specific strategies that can be used to change the behavior in question, whether increasing a deficit or reducing or eliminating an excess. Select all strategies that may apply to the scenario.

1. Your friend Betty knows you are taking this class and comes to you for help. She is not doing well in her courses because she spends little time studying. Every evening after supper, she spends time with her friends, talking, watching TV and videos, and playing games. She wants your advice as to how she can study more in the evening.

## **Module 12-2 Activities**

2. Chad is a 22-year old man with mild intellectual disability, has good verbal abilities, and can easily carry on a conversation and understand complex directions. He however has a problem with stealing from coworkers in the factory he works at. This typically occurs at break time and when no one else is around. Chad has been told he will lose his job if he does not stop stealing. Describe behavior modification procedures you would use to stop this behavior?

## Module 13 Activities

Name - \_\_\_\_\_

### Activity 1: Interpreting Data from a Behavior Modification Plan

Goals:

Goal 1 – Drink 8oz of water at least 6 days of the week, for 1 week (criterion).

Goal 2 - Drink 16oz of water each day of the week, for 2 weeks (criterion).

*Example Weekly Counts Log – Treatment Phase (Strategy 1)*

Day	Week 1	Week 2	Week 3
Monday	8	16	16
Tuesday	8	16	16
Wednesday	8	24	8
Thursday	16	16	16
Friday	8	16	16
Saturday	4	16	8
Sunday	8	16	8
<b>TOTALS</b>	<b>60</b>	<b>120</b>	<b>88</b>

How many ounces of water should you drink for the week in Goal 1? \_\_\_\_\_

Did you achieve this?      YES      NO

Did you achieve Goal 1?      YES      NO

How many ounces of water should you drink for the week in Goal 2? \_\_\_\_\_

Did you achieve this?      YES      NO

Did you achieve Goal 2?      YES      NO

If not, what do you do?

## Module 13 Activities

What is the **average** or mean amount of water drunk each day (Strategy 2)?

Week 1		Week 2		Week 3	
--------	--	--------	--	--------	--

Was this consistent with the predicted amount to be drunk for each goal? Why or why not?

What is the **percentage of opportunities** for each week of Treatment Phase (Strategy 3)? Remember, it is calculated by dividing the total amount of water drunk for the week by the total amount of water that could have been consumed.

Week 1		Week 2		Week 3	
--------	--	--------	--	--------	--

Was this consistent with the predicted amount to be drunk for each goal? Why or why not?

Now you can also look at your **behavioral counts** (Strategy 4). For this project, we said one behavior is equal to drinking 8oz of water.

How many behaviors are you making each day for Goal 1?

How many behaviors are you making for the week for Goal 1?

How many behaviors are you making each day for Goal 2?

How many behaviors are you making for the week for Goal 2?

Now look at your data table. What can you say about it in relation to your behavioral counts?

## Module 13 Activities

In terms of **tokens earned** (Strategy 5), what might you expect to find if your plan is successful?

What if your plan is not successful, as in Week 3?

REMINDER:

*Table 13.2. Treatment Phase Summary Table*

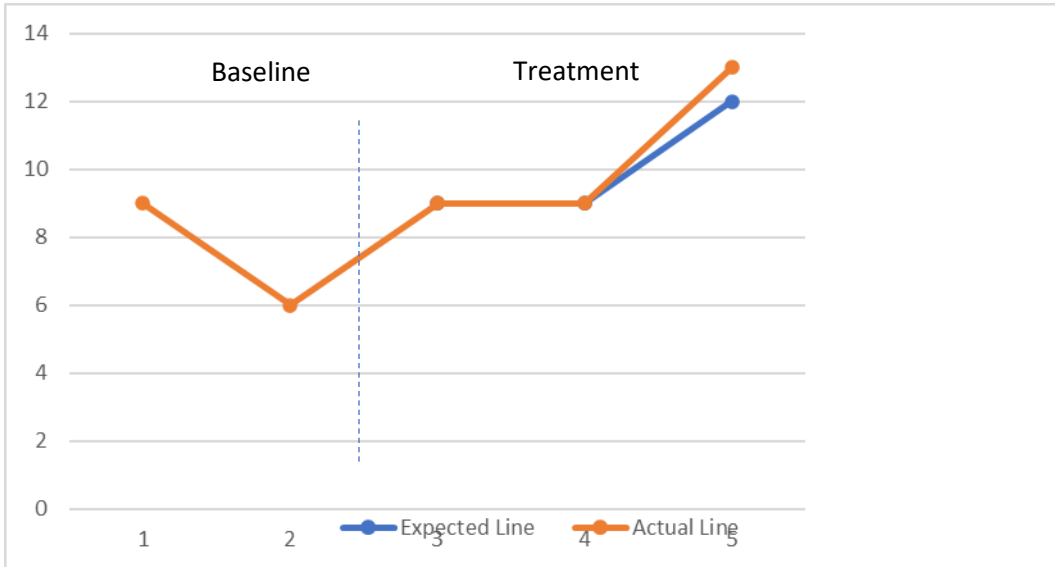
Day	Week 1	Week 2	Week 3
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			
<b>TOTALS</b>			

## Module 13 Activities

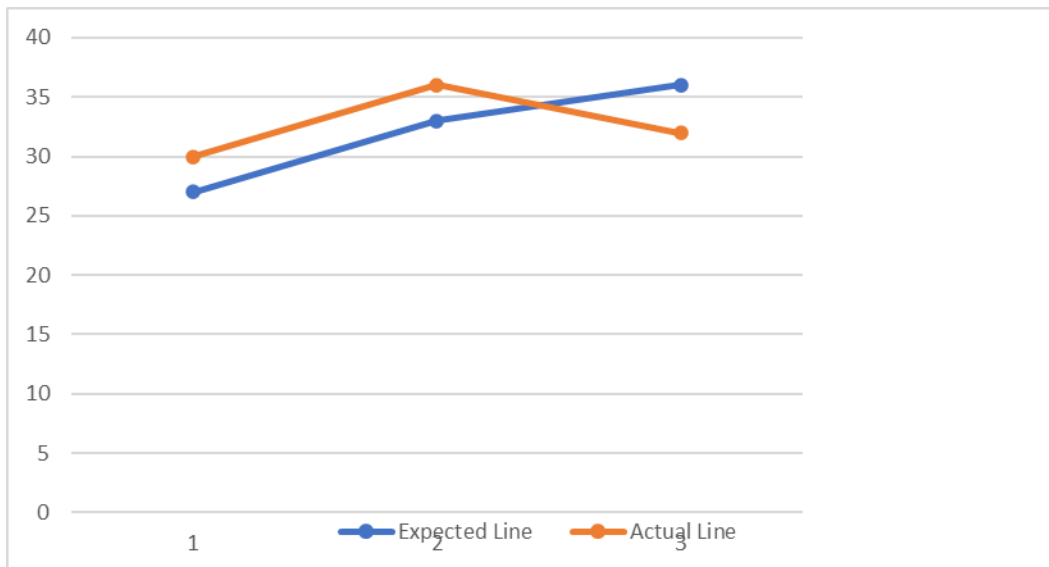
### Activity 2: Interpreting Graphs from a Behavior Modification Plan

Examine the following graphs:

**Behaviors Graph**



**Tokens Graph**



## Module 13 Activities

### Behaviors Graph Questions

1. What can we say about the expected behaviors for the behavior modification plan compared to the actual data during the three weeks of treatment phase?
2. Overall, can we say the plan has been successful so far? How do we know and what data can we obtain from the graph?
3. Does the baseline phase have an expected line (that may be over the actual line)?
4. Do you think this is a graph for a deficit or excess behavior? What might the graph look like if it was the other one?

### Tokens Graph Questions

1. Now look at the tokens graph. Why are there just three weeks on it?
2. What can we say about the plan's success from an examination of the tokens graph? Would this be an accurate statement?
3. What might be the cause of this discrepancy and what can we do about it?

## **Module 13 Activities**

### **Activity 3: Adjust the Plan**

In the water example, our plan was not successful in Week 3. Outside of repeating the goal to see if it is successful in Week 4, thereby allowing us to move on, what might we also do, especially if unsuccessful again? Consider our goals, criterion, strategies, temptations, and rules when answering as any, or all, could be factors.



## Module 13 Activities

### Activity 4: Final Exam Practice

**Directions:** Using antecedent, behavior, and consequence focused strategies suggest specific strategies that can be used to change the behavior in question, whether increasing a deficit or reducing or eliminating an excess. Select all strategies that may apply to the scenario.

Tanya is a 5-year old who sucks her thumb during the day when she is watching tv or not actively engaged in an activity and then as she falls asleep and at intervals throughout the night. What strategies might you suggest Tanya's parents use to reduce this unwanted behavior?

## **Module 13 Activities**

## Module 14 Activities

Name - \_\_\_\_\_

### Activity 1: The Move to Maintenance Phase and Problems During It

Your behavior modification plan had the following goals:

Goal #	Stated Objective	Criterion to Move On
1	Read 15 minutes a day for 3 days of the week.	2
2	Read 30 minutes a day for 4 days of the week.	2
3	Read 30 minutes a day for 5 days of the week.	2
4	Read 30 minutes a day for 6 days of the week.	2
5	Read 60 minutes a day for 6 days of the week.	3

Which dimensions are being changed here?

What would be a reasonable behavioral definition for this plan?

How many weeks are in the plan?

At what point will you move on to the maintenance phase, assuming 100% success along the way?

## Module 14 Activities

With our move to maintenance phase, we will keep some strategies, and remove others. Using the list below, classify each strategy as one to KEEP or one to REMOVE.

Strategy	Keep or Remove	Comments
Presenting cue for DB		
Prompts		
Social support		
Goal Setting		
Self-Instructions		
Token economy		
Self-praise		
Record keeping		
Positive practice		
DRO (of a problem behavior)		
Relaxation techniques		

What is the difference between a maintenance problem and a transfer problem?

What do we do about each?

When should we worry about a mistake or a slip up during maintenance phase?

## Module 14 Activities

### Activity 2: Final Exam Practice

**Directions:** Using antecedent, behavior, and consequence focused strategies suggest specific strategies that can be used to change the behavior in question, whether increasing a deficit or reducing or eliminating an excess. Select all strategies that may apply to the scenario.

Ever since Stanley left home and came to school, family and friends have written letters to him. However, he rarely writes back. He wants to, but never seems to get around to it. He is in school most of the day and spends about 1-2 hours studying per evening. The rest of the evening he watches TV or videos, or spends time in the game room playing pool. How might you use behavior modification procedures to help himself write letters to the people who write letters to him?

## **Module 14 Activities**