

## **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.

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## 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?

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## 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?