

## **Module 7 Activities**

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

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

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

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### 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)

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### 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).

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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?

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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?

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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.

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### **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?

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### 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?



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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?

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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?

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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.

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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.

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### 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?

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### **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.