

## 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.

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## **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.