

Activity 18.1: Behavioral Principles Applied to Others **Answer Key**

1. Clarissa is an 8 year old girl in second grade. She is frequently late to school and her mother is trying to figure out a way to get her out the door on time. How might you handle this if Clarissa was your daughter?

Antecedent Focused	Behavior Focused	Consequence Focused
Goal Setting	Shaping	Token economy
Antecedent Manipulations: <ul style="list-style-type: none"> Using Cues Response Effort Motivational Strategies – establishing and abolishing operations 	Fear and Anxiety Procedures: <ul style="list-style-type: none"> Relaxation Techniques Desensitization (systematic and in-vivo) Flooding Modeling 	Differential Reinforcement: <ul style="list-style-type: none"> DRA DRO DRL DRI
Discrimination and Generalization	Habit Reversal	Self-Praise
Prompting to include verbal, gestural, modeling, and physical Fading of prompts <ul style="list-style-type: none"> Fading within a prompt Fading across prompts Prompt delay 	Cognitive Behavior Modification: <ul style="list-style-type: none"> Cognitive Restructuring Cognitive Coping Skills Training Acceptance Techniques 	Punishment Procedures: <ul style="list-style-type: none"> Time Out – 2 types Response Cost Overcorrection – 2 types Physical Restraint Guided Compliance Contingent Exercise
Programming		Social Support
Self-Instructions		General use of reinforcers and punishers
Social Support		

Activity 18.1: Behavioral Principles Applied to Others **Answer Key**

2. The night shift supervisor at the local department store has noticed that employees are taking twice as long to complete their closing tasks. This delays everyone leaving for the night and he is concerned that this behavior will transfer over to the morning shift who have the responsibility of setting endcaps, posting sale tickets, and placing the tills in the cash register. You have been consulted with to find a solution to increase worker productivity, efficiency, and accuracy. What would you suggest to the supervisor?

Antecedent Focused	Behavior Focused	Consequence Focused
Goal Setting	Shaping	Token economy
Antecedent Manipulations: <ul style="list-style-type: none"> Using Cues Response Effort Motivational Strategies – establishing and abolishing operations 	Fear and Anxiety Procedures: <ul style="list-style-type: none"> Relaxation Techniques Desensitization (systematic and in-vivo) Flooding Modeling 	Differential Reinforcement: <ul style="list-style-type: none"> DRA DRO DRL DRI
Discrimination and Generalization	Habit Reversal	Self-Praise
Prompting to include verbal, gestural, modeling, and physical Fading of prompts <ul style="list-style-type: none"> Fading within a prompt Fading across prompts Prompt delay 	Cognitive Behavior Modification: <ul style="list-style-type: none"> Cognitive Restructuring Cognitive Coping Skills Training Acceptance Techniques 	Punishment Procedures: <ul style="list-style-type: none"> Time Out – 2 types Response Cost Overcorrection – 2 types Physical Restraint Guided Compliance Contingent Exercise
Programming		Social Support
Self-Instructions		General use of reinforcers and punishers
Social Support		

Activity 18.1: Behavioral Principles Applied to Others **Answer Key**

3. A student in Ms. Clark's 4th grade English class has become incredibly disruptive recently and talks out of turn, bullies other students, gets up out of his seat in the middle of instruction, and yells out loud when he does not get what he wants. What would you do about this?

Antecedent Focused	Behavior Focused	Consequence Focused
Goal Setting	Shaping	Token economy
Antecedent Manipulations: <ul style="list-style-type: none"> Using Cues Response Effort Motivational Strategies – establishing and abolishing operations 	Fear and Anxiety Procedures: <ul style="list-style-type: none"> Relaxation Techniques Desensitization (systematic and in-vivo) Flooding Modeling 	Differential Reinforcement: <ul style="list-style-type: none"> DRA DRO DRL DRI
Discrimination and Generalization	Habit Reversal	Self-Praise
Prompting to include verbal, gestural, modeling, and physical Fading of prompts <ul style="list-style-type: none"> Fading within a prompt Fading across prompts Prompt delay 	Cognitive Behavior Modification: <ul style="list-style-type: none"> Cognitive Restructuring Cognitive Coping Skills Training Acceptance Techniques 	Punishment Procedures: <ul style="list-style-type: none"> Time Out – 2 types Response Cost Overcorrection – 2 types Physical Restraint Guided Compliance Contingent Exercise
Programming		Social Support
Self-Instructions		General use of reinforcers and punishers
Social Support		

Activity 18.1: Behavioral Principles Applied to Others **Answer Key**

4. What if you had a similar situation as described in Question 3, but in a college classroom? What would you do about it then if you were the instructor?

Antecedent Focused	Behavior Focused	Consequence Focused
Goal Setting	Shaping	Token economy
Antecedent Manipulations: <ul style="list-style-type: none"> • Using Cues • Response Effort • Motivational Strategies – establishing and abolishing operations 	Fear and Anxiety Procedures: <ul style="list-style-type: none"> • Relaxation Techniques • Desensitization (systematic and in-vivo) • Flooding • Modeling 	Differential Reinforcement: <ul style="list-style-type: none"> • DRA • DRO • DRL • DRI
Discrimination and Generalization	Habit Reversal	Self-Praise
Prompting to include verbal, gestural, modeling, and physical Fading of prompts <ul style="list-style-type: none"> • Fading within a prompt • Fading across prompts • Prompt delay 	Cognitive Behavior Modification: <ul style="list-style-type: none"> • Cognitive Restructuring • Cognitive Coping Skills Training • Acceptance Techniques 	Punishment Procedures: <ul style="list-style-type: none"> • Time Out – 2 types • Response Cost • Overcorrection – 2 types • Physical Restraint • Guided Compliance • Contingent Exercise
Programming		Social Support
Self-Instructions		General use of reinforcers and punishers
Social Support		

Activity 18.1: Behavioral Principles Applied to Others **Answer Key**

5. How can you use behavior modification to toilet train a cat? (That is, how can you train the cat to use a toilet, instead of a litter box)

Antecedent Focused	Behavior Focused	Consequence Focused
Goal Setting	Shaping	Token economy
Antecedent Manipulations: <ul style="list-style-type: none"> Using Cues Response Effort Motivational Strategies – establishing and abolishing operations 	Fear and Anxiety Procedures: <ul style="list-style-type: none"> Relaxation Techniques Desensitization (systematic and in-vivo) Flooding Modeling 	Differential Reinforcement: <ul style="list-style-type: none"> DRA DRO DRL DRI
Discrimination and Generalization	Habit Reversal	Self-Praise
Prompting to include verbal, gestural, modeling, and physical Fading of prompts <ul style="list-style-type: none"> Fading within a prompt Fading across prompts Prompt delay 	Cognitive Behavior Modification: <ul style="list-style-type: none"> Cognitive Restructuring Cognitive Coping Skills Training Acceptance Techniques 	Punishment Procedures: <ul style="list-style-type: none"> Time Out – 2 types Response Cost Overcorrection – 2 types Physical Restraint Guided Compliance Contingent Exercise
Programming		Social Support
Self-Instructions		General use of reinforcers and punishers
Social Support		

Activity 18.1: Behavioral Principles Applied to Others **Answer Key**

6. To say your roommate is very messy is an understatement. She routinely leaves dishes in the sink and doesn't even soak them. How might you use behavior modification principles to change this unwanted behavior?

Antecedent Focused	Behavior Focused	Consequence Focused
Goal Setting	Shaping	Token economy
Antecedent Manipulations: <ul style="list-style-type: none"> Using Cues Response Effort Motivational Strategies – establishing and abolishing operations 	Fear and Anxiety Procedures: <ul style="list-style-type: none"> Relaxation Techniques Desensitization (systematic and in-vivo) Flooding Modeling 	Differential Reinforcement: <ul style="list-style-type: none"> DRA DRO DRL DRI
Discrimination and Generalization	Habit Reversal	Self-Praise
Prompting to include verbal, gestural, modeling, and physical Fading of prompts <ul style="list-style-type: none"> Fading within a prompt Fading across prompts Prompt delay 	Cognitive Behavior Modification: <ul style="list-style-type: none"> Cognitive Restructuring Cognitive Coping Skills Training Acceptance Techniques 	Punishment Procedures: <ul style="list-style-type: none"> Time Out – 2 types Response Cost Overcorrection – 2 types Physical Restraint Guided Compliance Contingent Exercise
Programming		Social Support
Self-Instructions		General use of reinforcers and punishers
Social Support		

Activity 18.1: Behavioral Principles Applied to Others **Answer Key**

7. Your friend Luisa is struggling in this class and knows you are taking it too. She comes to you for help. She is not doing well because she spends very little time studying. Every evening after supper, she spends time with her friends, talking, watching TV and videos, and playing video games. How might you help her to make better use of her study time?

Antecedent Focused	Behavior Focused	Consequence Focused
Goal Setting	Shaping	Token economy
Antecedent Manipulations: <ul style="list-style-type: none"> Using Cues Response Effort Motivational Strategies – establishing and abolishing operations 	Fear and Anxiety Procedures: <ul style="list-style-type: none"> Relaxation Techniques Desensitization (systematic and in-vivo) Flooding Modeling 	Differential Reinforcement: <ul style="list-style-type: none"> DRA DRO DRL DRI
Discrimination and Generalization	Habit Reversal	Self-Praise
Prompting to include verbal, gestural, modeling, and physical Fading of prompts <ul style="list-style-type: none"> Fading within a prompt Fading across prompts Prompt delay 	Cognitive Behavior Modification: <ul style="list-style-type: none"> Cognitive Restructuring Cognitive Coping Skills Training Acceptance Techniques 	Punishment Procedures: <ul style="list-style-type: none"> Time Out – 2 types Response Cost Overcorrection – 2 types Physical Restraint Guided Compliance Contingent Exercise
Programming		Social Support
Self-Instructions		General use of reinforcers and punishers
Social Support		

Activity 18.1: Behavioral Principles Applied to Others **Answer Key**

8. Jessica has left home for the first time in her life so she could earn her Bachelor's degree in Psychology. Her family misses her and sends her weekly letters. Though she misses them too, she rarely writes back, and some family members have stopped writing. Jessica is busy with classes during the day and studies for a few hours in the evening, but the rest of her time, and most of her weekend, she spends watching her favorite team play football, hanging with friends, surfing the internet, and playing video games. What type of behavior modification plan might you develop to help her return letters to those who write her (and even initiate some letters of her own)?

Antecedent Focused	Behavior Focused	Consequence Focused
Goal Setting	Shaping	Token economy
Antecedent Manipulations: <ul style="list-style-type: none"> • Using Cues • Response Effort • Motivational Strategies – establishing and abolishing operations 	Fear and Anxiety Procedures: <ul style="list-style-type: none"> • Relaxation Techniques • Desensitization (systematic and in-vivo) • Flooding • Modeling 	Differential Reinforcement: <ul style="list-style-type: none"> • DRA • DRO • DRL • DRI
Discrimination and Generalization	Habit Reversal	Self-Praise
Prompting to include verbal, gestural, modeling, and physical Fading of prompts <ul style="list-style-type: none"> • Fading within a prompt • Fading across prompts • Prompt delay 	Cognitive Behavior Modification: <ul style="list-style-type: none"> • Cognitive Restructuring • Cognitive Coping Skills Training • Acceptance Techniques 	Punishment Procedures: <ul style="list-style-type: none"> • Time Out – 2 types • Response Cost • Overcorrection – 2 types • Physical Restraint • Guided Compliance • Contingent Exercise
Programming		Social Support
Self-Instructions		General use of reinforcers and punishers
Social Support		

Activity 18.1: Behavioral Principles Applied to Others **Answer Key**

9. Maurice is a 7-year old boy who sucks his thumb while reading during language arts instruction. His parents and teacher want to stop this behavior as some of the kids in his second grade class make fun of him. How do you suggest this be done?

Antecedent Focused	Behavior Focused	Consequence Focused
Goal Setting	Shaping	Token economy
Antecedent Manipulations: <ul style="list-style-type: none"> • Using Cues • Response Effort • Motivational Strategies – establishing and abolishing operations 	Fear and Anxiety Procedures: <ul style="list-style-type: none"> • Relaxation Techniques • Desensitization (systematic and in-vivo) • Flooding • Modeling 	Differential Reinforcement: <ul style="list-style-type: none"> • DRA • DRO • DRL • DRI
Discrimination and Generalization	Habit Reversal	Self-Praise
Prompting to include verbal, gestural, modeling, and physical Fading of prompts <ul style="list-style-type: none"> • Fading within a prompt • Fading across prompts • Prompt delay 	Cognitive Behavior Modification: <ul style="list-style-type: none"> • Cognitive Restructuring • Cognitive Coping Skills Training • Acceptance Techniques 	Punishment Procedures: <ul style="list-style-type: none"> • Time Out – 2 types • Response Cost • Overcorrection – 2 types • Physical Restraint • Guided Compliance • Contingent Exercise
Programming		Social Support
Self-Instructions		General use of reinforcers and punishers
Social Support		

Activity 18.1: Behavioral Principles Applied to Others **Answer Key**

10. You have recently lost your job due to the company's downsizing. You now have intense feelings of failure and a fear of not being able to provide for your family, both of which have led to your closing yourself off from friends, family, and favorite activities. You seek the advice of a counseling psychologist. What do you think this person may suggest to you based on your understanding of behavior modification principles?

Antecedent Focused	Behavior Focused	Consequence Focused
Goal Setting	Shaping	Token economy
Antecedent Manipulations: <ul style="list-style-type: none"> Using Cues Response Effort Motivational Strategies – establishing and abolishing operations 	Fear and Anxiety Procedures: <ul style="list-style-type: none"> Relaxation Techniques Desensitization (systematic and in-vivo) Flooding Modeling 	Differential Reinforcement: <ul style="list-style-type: none"> DRA DRO DRL DRI
Discrimination and Generalization	Habit Reversal	Self-Praise
Prompting to include verbal, gestural, modeling, and physical Fading of prompts <ul style="list-style-type: none"> Fading within a prompt Fading across prompts Prompt delay 	Cognitive Behavior Modification: <ul style="list-style-type: none"> Cognitive Restructuring Cognitive Coping Skills Training Acceptance Techniques 	Punishment Procedures: <ul style="list-style-type: none"> Time Out – 2 types Response Cost Overcorrection – 2 types Physical Restraint Guided Compliance Contingent Exercise
Programming		Social Support
Self-Instructions		General use of reinforcers and punishers
Social Support		