

## Exercise 18.3: Behavior Modification Strategies **ANSWER KEY**

1. You love the taste of soda, and have fallen in love with the machines that can basically deliver whatever soda you want. Of course, soda is not good for you due to the sugar and empty calories. You want to cut down to no more than four sodas a day at the beginning of your plan, and eventually to no more than one soda a day. How do you do this?

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

Notes:

- Antecedent Focused – **Abolishing operation** – Reduces the effectiveness of the reinforcing value of the soda by realizing how much sugar is in it and the number of calories.
- Antecedent Focused – **Generalization** – only relevant if say the individual is living away from and wants to continue to reduce soda consumption once home again.
- Antecedent Focused – **Prompts** – Maybe gestural can work too, but really, verbal should be enough.
- No behavior focused strategies are relevant. This is not a habit as in habit disorders.
- Consequence focused – **DRL** – you are not trying to eliminate soda consumption, just reduce it down to no more than one a day. Other DR procedures are not relevant. DRA does not work because you are not replacing the behavior with anything such as drinking tea instead.
- All other strategies should make sense.

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2. Though you love your professor and she delivers many excellent lectures, she has the bad habit of wandering around the classroom while she talks. The constant movement is distracting, and **as a class, you have decided to modify her behavior**. How will you get her to move less?

Antecedent Focused	Behavior Focused	Consequence Focused
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Discrimination and Generalization	<b>Habit Reversal</b>	Self-Praise
Prompting to include verbal, <b>gestural</b> , modeling, and physical  Fading of prompts <ul style="list-style-type: none"> <li><b>Fading within a prompt</b></li> <li>Fading across prompts</li> <li>Prompt delay</li> </ul>	Cognitive Behavior Modification: <ul style="list-style-type: none"> <li>Cognitive Restructuring</li> <li>Cognitive Coping Skills Training</li> <li>Acceptance Techniques</li> </ul>	Punishment Procedures: <ul style="list-style-type: none"> <li>Time Out: exclusionary and non-exclusionary</li> <li>Response Cost</li> <li>Overcorrection: positive practice and restitution</li> <li>Physical Restraint</li> <li>Guided Compliance</li> <li>Contingent Exercise</li> </ul>
Programming		Social Support
Self-Instructions		General use of reinforcers and punishers
<b>Social Support</b>		

Notes:

- General – This is a tricky one. The question makes it seem like the class will modify the behavior and the professor will not know. If so, this affects the strategies that are used.
- **If Not Known** – Shaping works; as well as DRA – the reinforcement is answering questions. Students interact with her when she is still and do not when she is moving. The lack of interaction when moving should bring this to extinction and be replaced with standing still. Maybe some moving is okay and so you might allow DRL, but probably not initially.
- **If Known** – A student could tell the professor about the issue with moving too much and then set up a gestural prompt if she starts moving. No verbal prompt. It would be equally disruptive for students to keep raising their hands and telling the professor about her disruptive behavior. Since you are telling the professor about the issue, this is a habit reversal procedure and you can use DRI with it. The incompatible response would be to take away her presenter tool so she has to stay at the podium and advance slides. If she is stuck there she cannot wander around the room. Relaxation techniques may be useful too, possibly.
- The professor probably does wander in other classes too, but unless a student from this class is in those classes too, generalization will be hard to manage so stay away from it.
- There won't be any tricky ones like this on the final exam. It makes for interesting discussion for an exercise though.

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3. Your friend can no longer participate in contact sports due to several injuries in the past year. As such, he wants you to teach him how to golf. How will you do this?

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Prompting to include verbal, gestural, modeling, and physical	Cognitive Behavior Modification: <ul style="list-style-type: none"> <li>Cognitive Restructuring</li> <li>Cognitive Coping Skills Training</li> <li>Acceptance Techniques</li> </ul>	Punishment Procedures: <ul style="list-style-type: none"> <li>Time Out: exclusionary and non-exclusionary</li> <li>Response Cost</li> <li>Overcorrection: positive practice and restitution</li> <li>Physical Restraint</li> <li>Guided Compliance</li> <li>Contingent Exercise</li> </ul>
Fading of prompts <ul style="list-style-type: none"> <li>Fading within a prompt</li> <li>Fading across prompts</li> <li>Prompt delay</li> </ul>		
Programming		Social Support
Self-Instructions		General use of reinforcers and punishers
Social Support		

Note:

- Antecedent Focused – **Establishing operation** – The person wants to stay active in sports, likely due to enjoyment of being around others or a desire to be competitive. Though he/she cannot play contact sports, he should benefit equally as well from playing golf or a similar sport such as bowling.
- All other strategies selected above should make sense. Nothing else fits.

## Exercise 18.3: Behavior Modification Strategies **ANSWER KEY**

4. You love going to the **movies** with your kids but when you do, they tend to act out by laughing really loudly at even the stupidest jokes, throwing popcorn at each other (and occasionally other people), and getting out of their seats. Though their parents do deliver punishers for doing this, the children only briefly stop this disruptive behavior. How would you teach the parents to eliminate this problem behavior in movie theaters?

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

Note:

- Antecedent Focused: **Establishing operation** – The parents could tell the kids if they behave, they will be taken out for ice cream after the movie or can play their video games longer the next time they play. This should enhance the reinforcing value of behaving.
- Antecedent Focused: **Generalization** – You want them to behave in other situations too, but **Discrimination** is relevant because there are times when they can act like a kid and go nuts, such as on a playground.
- Behavior Focused: **Relaxation techniques** – this only works if the kids are older. You could tell them to take a deep breath when they feel the need to act out.
- Consequence Focused: **DRO** – works by telling them if they are good during the movie, then they can be given a treat later. Works in conjunction with establishing operation if the reinforce is important to them.
- Consequence Focused: **Time Out** – only exclusionary works and means everyone leaves the theater. You cannot have them go sit by themselves in the theater as they are not removed from the activity. They can still watch the movie so it is not punishing.
- All others should make sense.

## Exercise 18.3: Behavior Modification Strategies **ANSWER KEY**

5. In an effort to gain admittance into graduate school, you have decided to apply for a research position in Dr. Smith's comparative psychology lab. She is currently studying foraging behavior in rabbits and you are expected to be able to handle the rabbits as part of your responsibilities. One problem. You have an intense fear of rabbits. You are not comfortable with picking the rabbits up but want to overcome the fear. You consult an applied behavior analyst for help. What might they suggest to you?

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Fading of prompts <ul style="list-style-type: none"> <li>Fading within a prompt</li> <li>Fading across prompts</li> <li>Prompt delay</li> </ul>		
Programming		Social Support
Self-Instructions		General use of reinforcers and punishers
Social Support		

### NOTE:

- Antecedent Focused: **Establishing operations** – Getting into graduate school should be extra reinforcing for the person and encourage them to overcome the fear.
- All other strategies should make sense. This is a **fear and anxiety related issue**, necessitating all of these procedures, and the person could learn to replace the maladaptive cognition through **cognitive restructuring**.

## Exercise 18.3: Behavior Modification Strategies **ANSWER KEY**

6. You wish to engage in prosocial behavior on a regular basis and found that you only participate in such acts 1-2 times a month. If your end goal is to make such behavior 7-10 times a month, how might you go about doing this?

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Programming		Social Support
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Note:

- Antecedent Focused: **Goal Setting** – is the obvious first choice based on the question prompt. You want to increase from 1-2 times a month to 7-10 times.
- Note: You are not starting from zero in this question. You already do engage in prosocial behavior but want to increase it. So you are focusing on frequency, possibly duration in terms of spending more time at each activity when you do volunteer, and intensity in terms of not just being a volunteer, but maybe being a leader in some way.
- Antecedent Focused: **Prompting** – Verbal is the only one that makes sense. I would not use the others.
- Antecedent Focused: **Establishing operation** – Find a cause you are really passionate about and this should motivate you to engage in it more often.
- Antecedent Focused: **Response effort** – Quirky, but if you think about it, if you find a cause closer to home to engage in, you will require less time traveling there which may make you more likely to help out.
- All other strategies should make sense here.

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7. Traffic in Los Angeles is bad at almost any time of the day, but worst at rush hour. Your co-worker, Arney, becomes very frustrated and engages in aggressive behaviors such as honking his horn, tail-gating, cutting other drivers off, yelling obscenities, and flipping the bird at his fellow man. How might you help him to better control or decrease his anger and aggressive behavior while driving home from work?

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Note:

- Antecedent Focused: **Generalization** – If the person gets upset in traffic, it is likely because it represents a delay and is frustrating (a type of daily hassle), and will get upset in similar situations such as standing in line at a store. (Note – Don't take this person Black Friday shopping).
- Consequence Focused: **DR** – Both DRO and DRL could be useful. Anyone in the car with him will tell him to not act aggressively for a period of time and then reinforce. Or.... Have him just reduce the aggressive acts (as long as they are not too aggressive) which is DRL.
- All cognitive behavior modification strategies can work. You cannot change the fact that traffic will occur so just accept it.
- If possible, have him leave work sooner or later so he can avoid rush hour.
- All other strategies should make sense.

## Exercise 18.3: Behavior Modification Strategies **ANSWER KEY**

8. Money does not grow on trees, and Alex has found that his late night obsession with eating Taco Bell is beginning to shrink his monetary funds all while growing his waistline. Something needs to be done fast, and he goes to his university's counseling center to seek help. The counselor he talks to (that is you) has training in behavior modification and helps him to develop a plan. What do you think are components of that plan?

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Programming		Social Support
Self-Instructions		General use of reinforcers and punishers
Social Support		

Note:

- Antecedent Focused: **Abolishing operation** – Have him look up the number of calories in the food he eats and during baseline, document how much money is spent on Taco Bell. Realizing how much money he is wasting may be eye opening.
- Consequence Focused: **DR** – It is not clear if we are trying to stop eating Taco Bell late night all together or just reduce it, meaning either DRO or DRL may be useful.
- No behavior focused strategies are needed. This is not a habit (i.e. habit behavior leading to habit disorder).
- All other strategies should make sense.



## Exercise 18.3: Behavior Modification Strategies **ANSWER KEY**

Exercise 19.3 Rubric

Question	Points Possible	Points Earned
1. Soda	3	
2. Professor	3	
3. Contact Sports	3	
4. Kids at the Movies	3	
5. Rats and Grad School	3	
6. Prosocial Behavior	3	
7. Traffic	3	
8. Taco Bell	3	
	Extra Point	1
	<b>TOTAL POINTS</b>	<b>XX</b>

Please see the rubric for details as to what answer was expected. Note that I gave 3 points for having at least 3 correct strategies. Thank you.

Lee