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Chapter 1: Aubrey Daniels

1 STUDENT LEARNING OBJECTIVES

1. Identify the developer of systematic desensitization and name one context where it may be applied as a treatment.
2. Identify the dominant treatment paradigm for the mid-twentieth century and why Dr. Daniels did not observe it to be a successful in patients.
3. Identify and define a token economy system and two contexts where it was implemented with success.
4. Provide at least one synonym for “behavior management”.

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2  LIST OF KEY TERMS

Systematic Desensitization
Token Economy
Agoraphobia
Psychoanalytic Treatment
Performance Management
3 Quiz Questions

1. Some of the industries Aubrey Daniels International has worked with are:
   a. Shipping
   b. Research
   c. Assembly jobs
   d. All of the above

2. The Journal of Organizational Behavior Management was started:
   a. In 1982
   b. In 1973
   c. In 1977
   d. In 1975

3. Aubrey Daniels International:
   a. Operates primarily in Asia
   b. Is a global organization, operating in over 30 countries
   c. Primarily focuses its efforts domestically
   d. Focuses its consultation in the European Union

4. During the 1973 Oil Crisis:
   a. 50% of the BSI clients were in the textile industry
   b. 75% of the BSI clients were in the textile industry
   c. 100% of the BSI clients were in the textile industry
   d. None of the above

5. The term “back-wards” in Daniel’s chapter refers to:
   a. Areas of institutions and educational facilities where treatment was minimal or not provided
   b. The antonym of “forward”
   c. An area of a prison where the inmates received access to behavioral intervention
   d. A minor under protection of the court who had been given access to behavioral intervention

6. Dr. Aubrey Daniel’s first client at the Georgia Mental Health Institute had previously gone through treatment in which:
   a. She received electroshock therapy for 26 years
   b. She was giving a frontal lobotomy for agoraphobia
   c. Saw her diagnosing psychiatrist once in 26 years
   d. Had a previously unsuccessful failed treatment attempt with token economies
7. Systematic desensitization was developed by which famous individual?
   a. Freud
   b. Dr. Aubrey Daniels
   c. Dr. Joseph Wolpe
   d. Dr. Teodoro Allyon

8. "Performance management" is also known as:
   a. Systematic desensitization
   b. Marketing
   c. Behavior management
   d. Agoraphobia

9. Psychoanalytic treatment is best described by which statement?
   a. The dominant psychological treatment model during the mid-twentieth century
   b. Was developed by Eric Piaget as the foundational treatment for individuals with Autism Spectrum Disorders
   c. Is an evidence based practice that historically has produced measurable and quantifiable changes in behavior
   d. Is not evidenced based practice, but is the most frequently recommended intervention for individuals requiring behavioral intervention

10. With the support of Dr. Grumet at the Georgia Regional Hospital of Atlanta Dr. Daniels did what during his time there?
    a. Implemented individualized treatment plans for less than 150 of the patients
    b. Implemented individualized treatment plans for the most severe patients he worked with
    c. Implemented individualized treatment plans for all 500 of the patients
    d. Implemented individualized treatment plans that incorporated psychoanalytic practice into behavior analytic treatment
4 Quiz Key

1. D
2. C
3. B
4. B
5. A
6. D
7. B
8. D
9. A
10. C
5 ADDITIONAL READINGS


6 DISCUSSION QUESTIONS

1. Discuss the impact of individual gains when the symptoms of a psychological phenomenon were addressed versus underlying cause of psychological phenomenon.

2. Identify the fundamental difference between Freudian psychological approaches Dr. Daniels describes and the behavioral approaches he introduced in the Georgia mental health system.

3. List two efforts of Daniels to disseminate the use of behavioral principles in organizations.
1 STUDENT LEARNING OBJECTIVES

1. Define Discrete Trial Training (DTT).
2. Describe the impact the UCLA Young Autism Project had on the field of Applied Behavior Analysis.
2 LIST OF KEY TERMS

Discrete Trial Training (DTT)
Early Intensive Behavioral Intervention (EIBI)
Autism Spectrum Disorder (ASD)
UCLA Young Autism Project
3 **QUIZ QUESTIONS**

1. Lovass intended for DTT to have the following components:
   a. Dynamic, creative, flexible, and individualized.
   b. Broad, systematic, rigid, and individualized.
   c. Dynamic, creative, rigid, and standardized.
   d. Broad, systematic, rigid, and standardized.

2. How did the UCLA Young Autism Project influence ABA treatment today?
   a. The results demonstrated significant gains for the participants.
   b. Accountability of the school system to provide similar results was suggested.
   c. A court case brought about by a family of the project established precedent for treatment options for children with ASD.
   d. All of the above.

3. According to Dr. Smith, which of the following is an unfortunate result of the immense growth of behavior analysis following the support of early intensive behavioral intervention?
   a. A substantial split between research and practice.
   b. Failure to recognize that research in other disciplines other than behavior analysis are now systematically and rigorously studying interventions with children of autism.
   c. Legislation to cover autism services across the country, both in schools and privately.
   d. Both A and B.

4. After the initial studies at UCLA by Lovaas, Smith, and colleagues, where was the evidence base for the UCLA Model of EIBI primarily formed?
   a. Through the work of small service agencies which served young children with autism spectrum disorders.
   b. Through the work of corporations that focused on EIBI, in partnership with university-based investigators.
   c. Through the work of universities which set up replication sites (such as Smith’s own at Washington State University).
   d. Through the work of private schools which focused on EIBI for young children with autism spectrum disorders.

5. Which insight-oriented therapist did Lovaas admire, and push Smith to cite in the last manuscript they ever wrote together?
   a. Carl Rogers
   b. Bob Aller
   c. Alan Kazdin
6. Which piece of writing led to an increased demand for EIBI services?
   a. The Lovaas Institute for Early Intervention (LIFE) Instruction Manual
   b. Let me Hear Your Voice by Catherine Maurice
   c. The first issue of the Journal of Applied Behavior Analysis
   d. Applied Behavior Analysis by Cooper, Heron, and Heward
4 Quiz Key

1. A
2. D
3. D
4. B
5. A
6. B
5 ADDITIONAL READINGS


6 DISCUSSION QUESTIONS

1. Discuss how Lovaas intended that discrete trial training be implemented for children with autism, and how discrete trial training differs now.
2. Discuss UCLA’s Young Autism Project, it's relevance in the field of ABA/Intervention for individuals with ASD, overall outcomes, and two examples of individual participant outcomes.
3. Describe what, according to Smith, was an unfortunate result of the growth in behavior analysis following the favorable reports on early intensive behavioral intervention.
Chapter 3: Karen Pryor

1 STUDENT LEARNING OBJECTIVES

1. Define shaping and give at least one example each of successful use in animal and human application.
2. Identify the difference between the use of primary and secondary reinforcers.
3. Provide at least one example of the use of an event marker in both human and animal training.
4. Define and provide an example of correction based training.
5. Explain the difference between marker based and correction based training methods.
2 LIST OF KEY TERMS

- Shaping
- Cue
- Postcedent
- Event Marker
- Antecedent
- Marker Based Training
- Correction Based Training
- Secondary Reinforcer
- Stimulus Control
3 Quiz Questions

1. Marker based training and instruction has found a place in which of the following settings?
   a. The medical field, specifically hospital settings
   b. The education field, specifically statewide school systems
   c. Recreation, specifically with gun clubs
   d. All of the above

2. The term “Clicker Training” originated with ____?
   a. Click-L, the first online clicker discussion list
   b. The 1992 ABAI conference in San Francisco, CA
   c. The book “Don’t Shoot the Dog”
   d. A dog training seminar

3. Which statement best applies to the use of the event marker and primary reinforcers in TAG Teaching?
   a. Event markers are crucial for effective TAGTeaching
   b. Event markers may be used in conjunction with spoken language to enhance the effects of TAG Teaching
   c. Event markers are not necessary in TAGTeaching
   d. Event markers may be applied as needed in TAGTeaching

4. An event marker is ____?
   a. An audible cue
   b. An audible stimuli that exerts stimulus control
   c. An audible conditioned reinforcer
   d. An audible conditioned punisher

5. An area of divergence in the practice of animal trainers and behavior analysts that Pryor identified is what?
   a. The combined use of reinforcement and correction in training sessions
   b. The sole use of reinforcement in training sessions
   c. The sole use of punishment in training sessions
   d. The combined use reinforcement and extinction in training sessions
6. Which statement best describes how an awareness of unconditioned reinforcement enhances animal training?
   a. It allows for instructors to read emotional signals
   b. It provides the opportunity for the trainer to deliver feedback to the learner
   c. It provides greater opportunity for augmenting and creating behavior
   d. It provides the opportunity for the learner to deliver feedback to the trainer

7. Which statement best describes how an awareness of conditioned reinforcement enhances animal training?
   a. It allows for instructors to read emotional signals
   b. It provides the opportunity for the trainer to deliver feedback to the learner
   c. It provides greater opportunity for augmenting and creating behavior
   d. It provides the opportunity for the learner to deliver feedback to the trainer

8. A synonym for stimulus equivalence is ____?
   a. Cue transfer
   b. Reinforcement
   c. Antecedent
   d. Postcedent

9. How do negative events impact animal training?
   a. Negative events provide trainings feedback regarding the trainee
   b. Negative events increase the learning of the trainee
   c. Negative events successfully shape the behavior of the trainee
   d. Negative events interrupt the exploratory behavior of the trainee

10. A new protocol that has been developed to utilize Pryor’s approach with humans is called what?
    a. TAG Teaching
    b. Clicker Training
    c. Operant Training
    d. Operant Conditioning
4 **Quiz Key**

1. D
2. A
3. B
4. C
5. A
6. B
7. C
8. A
9. D
10. A
5 ADDITIONAL READINGS


6 DISCUSSION QUESTIONS

1. Identify the three crucial discoveries Pryor identified in Turner’s typescript and how they drove her current practice.
2. Discuss the event marker as a source of divergence within Applied Behavior Analysis.
3. Compare and contrast Sea Life Park’s original training methods with those of operant conditioning.
Chapter 4: Henry Pennypacker

1 STUDENT LEARNING OBJECTIVES

1. Define the relevance of teaching to 100% fluency.
2. Outline Pennypacker and Johnston’s objective for undergraduate students and the process by which they achieved this objective.
3. Describe the process of Pennypacker’s breast examination study.
4. Identify key turning points in Pennypacker’s choice of career and areas of study.
2 LIST OF KEY TERMS

Classical Conditioning
Discrimination
Experimental Analysis of Behavior
Precision Teaching
Logarithmic Charting
Fluency
3 **Quiz Questions**

1. What was Pennypacker’s primary objective for graduate students he taught?
   a. Expert-level presentation of preference assessments
   b. Expert-level verbal behavior, both written and oral
   c. 100% of assignments turned in by the end of the semester
   d. 100% attendance by the second half of the semester

2. The Personalized Learning Center courses utilized all of the following except:
   a. Teaching to fluency of vocal verbal behavior
   b. Teaching to fluency of written verbal behavior
   c. Student paced learning
   d. All of the above
   e. None of the above

3. Where were the procedures in Pennypacker’s dissertation derived from?
   a. Skinner’s *Behavior of Organisms*
   b. Strict behavioral guidelines, as described by Johnston and Pennypacker (1971)
   c. Pavlov’s *Conditioned Reflexes*
   d. *Applied Behavior Analysis* by Cooper, Heron, and Heward

4. Pennypacker and colleagues employed behavioral technology to alter the behavior related to which societal issue?
   a. Smoking
   b. Drinking
   c. Skin Examinations
   d. Breast Examinations

5. What was Pennypacker’s response when student’s argued, “If this approach is so damn good, why isn’t everybody doing it?”
   a. “They will when they learn the benefits”
   b. “It’s too much work for most people”
   c. “Behavior analysis is a science that very few people understand”
   d. “I don’t know, you should ask them”
6. Which is a benefit of logarithmic charting?
   a. Logarithmic charting is done automatically with a recorder in an operant laboratory
   b. Logarithmic charting was adopted from traditional measurement techniques of clinical psychology
   c. Logarithmic charting efficiently displays the full range of behavior frequencies
   d. No benefits have been proven

7. What task did Pennypacker volunteer for that changed his educational direction?
   a. Collecting data in a rat lab
   b. Graphing Norman Guttman’s data from his intervention for pigeons
   c. Reading eyelid conditioning records
   d. Collecting interobserver agreement data for a fellow student’s dissertation

8. Which of Pavlov’s discoveries does Pennypacker discuss in his chapter at length?
   a. The operant
   b. External inhibition
   c. Behavior modification
   d. Reinforcement

9. Which is an example of teaching to fluency?
   a. Having a course grading system of A or I
   b. Requiring vocal verbal behavior about a topic area at the same rate as vocal verbal behavior on a known topic
   c. Requiring charting of any observed behavior
   d. All of the above
   e. None of the above

10. What did Pennypacker identify as the most crucial step in teaching a woman to examine her breast tissue?
    a. Learning about the different types of breast cancer
    b. Having the women trained by a trainer regarding the steps of examining her breast tissue
    c. Reading a pamphlet that included all steps of examining breast tissue and information about what to do if a lump was found
    d. Guided experience with detecting lumps in the silicone models
4 Quiz Key

1. B
2. D
3. B
4. D
5. A
6. C
7. C
8. B
9. B
10. D
5 ADDITIONAL READINGS


6 DISCUSSION QUESTIONS

1. Discuss the way Pennypacker’s work in establishing expert level verbal behavior in undergraduate students, may have set the stage for his work teaching women to conduct breast examinations.

2. Identify one of Pennypacker’s contributions to the dissemination of behavior analysis, and discuss the ways in which he paved the way for current research in this area.
Chapter 5: Andy Bondy

1 STUDENT LEARNING OBJECTIVES

1. Describe Bondy’s process towards the development of PECS.
2. Define each of the phases of PECS and describe them in full.
3. Define and give examples of each of the verbal operations defined by Skinner in *Verbal Behavior*.
4. Describe the way Bondy disseminated and translated behavior analysis into the area of speech and language pathology.
## List of Key Terms

- Augmentative Communication
- Alternative Communication
- Verbal Behavior
- Mand
- Tact
- Echoic
- Intraverbal
- Autoclitic
- Imitation
3 Quiz Questions

1. What does PECS stand for?
   a. Picture examples for communicating systematically
   b. Picture exchange communication system
   c. Picture examples communication system
   d. Picture exchange for communicating systematically

2. What book strongly influenced Bondy’s master’s thesis?
   a. Walden Two
   b. Science and Human Behavior
   c. Verbal Behavior
   d. Behavior of Organisms

3. Bondy wrote “the negative side effects of reward”
   a. True
   b. False

4. What was Bondy's staff training orientation called?
   a. The Pyramid Approach to Education
   b. The Autism Behavior Checklist
   c. Childhood Autism Rating Scale
   d. Behavior Skills Training

5. What is an important skill for children to have to acquire signing skills
   a. Fine motor skills
   b. Gross motor skills
   c. Imitation skills
   d. Match to sample

6. What does Skinner include in the definition of functional communication skills
   a. Talking
   b. PECS
   c. Signing
   d. All of the above (verbal behavior)

7. How many phases are in PECS
   a. 3
   b. 4
   c. 5
   d. 6
8. What is the last step of PECS?
   a. To eliminate the questions
   b. To teach echoics
   c. Both a and b
   d. None of the above

9. All of the following are a part of Skinner’s analysis of verbal behavior: mand, tact, intraverbal, echoic, motor imitation
   a. True
   b. False

10. How did Bondy and Frost address students that could not imitate?
    a. Taught basic modified sign language
    b. Taught to point to a picture
    c. Taught to point to or touch items
    d. Taught to give a picture
4 Quiz Key

1. B
2. C
3. A
4. A
5. C
6. D
7. C
8. A
9. B
10. D
5 ADDITIONAL READINGS

See Reference List at End of Chapter
6 DISCUSSION QUESTIONS

1. Describe Bondy’s approach to staff training that he employed when overseeing public school program for students in Delaware. Specifically outline the steps of the Pyramid Approach to Education.

2. Discuss the implications of Bondy’s work with Speech and Language Pathologists, and the requirements that related service providers were instructed to no longer “pull-out” students, but instead to provide services consistent with the location and manner of the teachers and instructors in the classrooms.

3. Describe one example of Bondy’s use of PECS, and discuss how you would implement it in either an educational or home setting.
Chapter 6: E. Scott Geller

1   STUDENT LEARNING OBJECTIVES

1. Explain self-motivation and research-based ways to increase an individual's self-motivated or self-directed behavior.
2. Explain the beginning of "behavior-based safety" (BBS) and how it evolved to people-based safety (PBS).
3. Explain the domain of behavioral community psychology with a real-world example.
4. Explain the potential synergy from working with academics and consultants.
5. Explain how humanistic principles could enhance the positive impact of a behavior-based intervention.
6. Explain the Actively Caring for People (AC4P) Movement and specify how it has been applied to prevent interpersonal bullying.
7. Explain the term “dream chaser” and its relevance to behavior analysis.
2 LIST OF KEY TERMS

Applied Behavioral Sciences (ABS)
Actively Caring for People (AC4P)
Behavior-Based Safety (BBS)
Center for Applied Behavior Systems (CABS)
Choice
Competence
Community
"DO IT": Define, Observe, Intervene, Test
People-Based Safety (PBS)
Safety Performance Solutions, Inc.
Self-Motivation
The AC4P Movement
3 QUIZ QUESTIONS

1. What are the three C-words of self-motivation?
   a. Choice, Communication, Collaboration
   b. Choice, Character, Consistency
   c. Choice, Competence, Community
   d. Caring, Compassion, Creativity

2. What project propelled Dr. Geller into the field of behavior-based safety?
   a. Use of Safety Belts
   b. Healthy Dieting
   c. Staff Training
   d. Cognitive Psychology

3. How did Dr. Geller become interested in working on the topic of bullying?
   a. His son was having a hard time at school
   b. A tragedy took place at his university
   c. It was a natural extension of his research
   d. It was a requirement of a grant

4. Who introduced Dr. Geller to the field of Applied Behavior Analysis?
   a. B.F. Skinner
   b. Ted Ayllon
   c. William Schoenfeld
   d. Fred Keller

5. What was unique about the approach to promoting safety-belt use offered by Dr. Geller as compared to that of the traditional approach?
   a. Increased fines
   b. Use of positive consequences
   c. Increased enforcement by police
   d. Development of the "click it or ticket" motto

6. What was the name of the individual that caused a significant shift in Dr. Geller’s approach to applied behavioral science?
   a. Nate Azrin
   b. Dale Carnegie
   c. Aubrey Daniels
   d. W. Edwards Deming
7. Dr. Geller used a snare drum to explain the components of:
   a. Behavior-based safety (BBS)
   b. The DO IT process
   c. Applied behavioral science (ABS)
   d. Self-motivation

8. The AC4P wristband has been applied effectively to:
   a. Prevent interpersonal bullying
   b. Increase safety-belt use
   c. Decrease alcohol-impaired driving
   d. Increase the occurrence of environmentally-responsible behavior (ERB)

9. Of the following problem domains, which was not addressed by Dr. Geller and his two daughters?
   a. Ineffective university teaching
   b. Low safety belt use
   c. Illegal purchasing of cigarettes
   d. Alcohol abuse among university students

10. What was the problem with BBS in the 80's and 90's?
    a. Those poorly trained on the ABS principles were disseminating the information
    b. Research was showing that BBS was ineffective
    c. People were unable to generalize ABS principles to the workplace
    d. The approach was too expensive
4 Quiz Key

11. C
12. A
13. B
14. B
15. B
16. D
17. D
18. A
19. A
20. A
5 ADDITIONAL READINGS


6 DISCUSSION QUESTIONS

1. What three words beginning with the letter "C" (i.e., C-words) reflect strategies for increasing a person’s self-motivation?

2. Why have some occupational unions rejected BBS for their workplace?

3. How did applied behavioral scientists apply their methods to increase the use of vehicle safety belts?

4. What can applied behavioral scientists learn from consultants, and vice versa?

5. What is "humanistic behaviorism," and is this concept useful for the behavior analyst? Why or why not?

6. How has the AC4P Movement been used to reduce bullying behavior in elementary schools?

7. How could the AC4P Movement and AC4P wristbands be applied to your practice?

8. Why did Dick Malott call Scott Geller a "dream chaser" and do you agree with this label? Why or why not?
Chapter 7: Teodoro Ayllon

1 STUDENT LEARNING OBJECTIVES

1. Describe (3) of Dr. Ayllon’s first applied behavior analytic interventions with humans.
2. Define the token economy.
3. Discuss (3) specific instances of feedback Dr. Nate Azrin provided Dr. Ayllon early in his career that could be relevant to a student of behavior analysis today.
2 LIST OF KEY TERMS

Parsimony
Normalization
Deprivation
Satiation
Motivating Operations
Token Economy
Applied Research
3 Quiz Questions

1. Although Dr. Ayllon first found Michael’s discussion of operant conditioning to be simplistic, what characteristic did he appreciate?
   a. Emphasis on verbal behavior
   b. Experimental analysis of animal behavior
   c. Data driven outcomes
   d. None of the above

2. Which of the following were involved in Ayllon’s intervention for Mary’s non-eating?
   a. Motivating operations
   b. Negative reinforcement
   c. Negative punishment
   d. Shaping
   e. Both a and b
   f. All of the above

3. In which order did Azrin recommend Ayllon write empirical papers?
   a. Introduction, Methods, Results, Discussion
   b. Discussion, Results, Methods, Introduction
   c. Methods, Results, Introduction and Discussion
   d. Results, Methods, Introduction and Discussion

4. True or False. Dr. Azrin recommended that Dr. Ayllon focus more on appropriate behaviors instead of problem behaviors in the mental health setting.

5. What did Dr. Ayllon stress was important in working with direct care staff?
   a. Describing interventions is behavior analytical terminology so that the message was not miscommunicated.
   b. Try to discourage them from complaining about the patient behaviors.
   c. To listen to their concerns and speak in direct language.
   d. All of the above.

6. What principle underlies the intervention for Serena the “towel hoarder”?
   a. Social Reinforcement
   b. Satiation
   c. Negative Reinforcement
   d. None of the above.

7. Why did Dr. Azrin suggest that Dr. Ayllon cease working with pigeons?
   a. There were not enough animals for the research to spare.
   b. Dr. Ayllon’s experience was unique and he was one of the few well versed in applied research and his talents should remain in that area.
   c. Dr. Ayllon was not skilled in this area.
   d. Dr. Azrin thought he should be supporting his colleagues research instead of conducting his own.

8. True or False. Considering the preferences of a patient increases compliance.
4 Quiz Key

1. C  
2. E  
3. D  
4. TRUE  
5. C  
6. B  
7. B  
8. TRUE
5 **ADDITIONAL READINGS AND MATERIALS**


Watch “60 Minutes in Behavior History: An Interview of Dr. Teodoro Ayllon with Dr. Hank S. Pennypacker” at behavior.uwf.edu
6 DISCUSSION QUESTIONS

1. Provide real life examples of how consumer driven businesses are utilizing tokens to reinforce patronage and discuss the principles behind them.

2. Discuss real life examples of how satiation and deprivation can alter the reinforcing effectiveness of certain things. Use behavioral terminology.

3. What discoveries did Dr. Ayllon make while working in the mental hospitals that would still be relevant in certain environments today? Why do you think we continue to have to address these variables? Hint: Think about reinforcement and punishment contingencies in respect to direct care staff behavior.
Chapter 8: Kurt Salzinger

1 STUDENT LEARNING OBJECTIVES

1. Describe Salzinger’s early exposure to behavior analysis and how he became interested in it.
2. Identify each of Salzinger's various experiments and connect them with principles of behavior.
3. Describe the roles and activities Salzinger has had over his career and how varied the work of a behavioral scientist can be.
2 **LIST OF KEY TERMS**

Shaping  
Primary Reinforcer  
Respondent Behavior  
Operant Behavior  
Terminal Response  
Successive Approximation
3 Quiz Questions

1. Why would using shaping to teach a dog to bark be difficult?
   a. Barking often occurs simultaneously with other behaviors.
   b. The food being used did not function as a reinforcer.
   c. Barking is strictly a respondent and is not affected by reinforcement.
   d. It is difficult to determine what an early approximation to barking is.

2. Which best describes Salzinger’s early history?
   a. Salzinger was born in Austria and fled to the United States to escape the Nazis.
   b. Salzinger’s family fled the Nazis from Vienna to the United States, by way of Lithuania, Latvia, and Japan.
   c. Salzinger came to America to study with people he had read about, such as Skinner and John Paul Scott.
   d. Salzinger came to America to attend medical school, but quickly changed course to study behavioral science.

3. Which curiosity drew Salzinger into an interest in psychology?
   a. Understanding religious fanaticism.
   b. Understanding animal behavior.
   c. Understanding the behavior of the Nazis and how to meet women.
   d. He wasn’t curious, but he had several friends in the psychology department.

4. Salzinger was influenced by an experiment he was a participant in, which combined:
   a. Behavior analysis and linguistics.
   b. Behavior analysis and social psychology.
   c. Abnormal psychology and psychometrics.
   d. Clinical psychology and linguistics.

5. Later replicating landmark studies in absolute judgment with schizophrenic patients, what was Salzinger’s first experiment in this area?
   a. Judging the brightness of a light.
   b. Judging the loudness of an auditory stimulus.
   c. Judging the length of a time interval.
   d. Judging the height of a distant object.
6. How did Salzinger align his graduate school experiments with behavior analysis?
   a. By using shaping techniques.
   b. By describing parts of the experiment as discriminative stimuli.
   c. By conducting a preference assessment to select reinforcers.
   d. By using punishment as a behavior change procedure.

7. Salzinger was forced out of his position as the Linden Hill’s research psychologist partially because he asked for funding to do what?
   a. Collect inter-observer agreement measures.
   b. Reinforce participant behaviors with money.
   c. Replace the school’s psychologists with behavior analysts.
   d. Purchase toys and other enrichment materials for the children.

8. Sometimes dissemination can bring behavior analysts to new challenges. How was it that Salzinger came to work with non-verbal children?
   a. Giving a guest lecture to a cognitive psychology class.
   b. Giving a lecture to a group of medical students.
   c. Writing a letter to the editor of a newspaper about behavior analysis.
   d. Authoring a chapter in a parenting book.

9. From what source did Salzinger hear about a job with the National Science Foundation and a lucrative grant?
   a. A colleague in the department in which he worked.
   b. Informational meetings at a behavior analytic conference.
   c. Ads in *Science*, a peer reviewed journal.
   d. Posted on a bulletin board outside his dean’s office.

10. While at the American Psychological Association, there was a rift between clinicians and scientists. Which describes Salzinger’s reaction?
    a. Salzinger left the organization to start the Association for Psychological Science.
    b. As a clinician with a science background, Salzinger stayed to encourage other clinicians to remain in the APA.
    c. As a scientist with varied clinical experiences, Salzinger stayed to encourage other scientists to remain in the APA.
    d. Salzinger was one of the main proponents of the divide, ushering out many clinicians from the organization.
4 Quiz Key

1. D
2. B
3. C
4. B
5. C
6. B
7. A
8. B
9. C
10. C
5 ADDITIONAL READINGS


6 DISCUSSION QUESTIONS

1. Using information from the chapter, what are some ways that politics (both large and small scale) can effect science? Consider the APA division and Salzinger’s trip to the USSR.

2. Consider the myriad of positions Salzinger held and how he came to hold them. What are some of the not-so-obvious ways behavioral scientists can further their careers?

3. Compare Salzinger’s early experiences fleeing the Nazi’s with those of the ‘refusnik’ Soviet scientists living in the USSR.

4. Discuss the merits of behavioral science, using the dichotomy of Salzinger’s proof-of-concept of using goldfish behavior to detect toxins and working with the transportation department to reduce accidents as a talking point. What allows behavioral scientists to have such varied roles? Is this the same as other sciences? Why or why not?

5. Compare and contrast the dangers Salzinger faced going to the Soviet Union with those his colleague Richard Feldman faced pursuing the treatment of developmentally delayed children.
Chapter 9: Beth Sulzer-Azaroff

1 STUDENT LEARNING OBJECTIVES

1. Describe Sulzer-Azaroff's shift in teaching to incorporate reinforcement based interventions
2. Define how Sulzer-Azaroff incorporated the principles of behavior into all of her college teaching
3. Define the process by which Sulzer-Azaroff and her students applied behavior analytic strategies toward solving safety challenges and health improvement
4. Give an example of behavior analytic methods being utilized: 1) In business, 2) With service activities, and 3) With safety behaviors.
2 LIST OF KEY TERMS

Positive Reinforcement
Personalized System of Instruction
Behavioral Objectives
Punishment
Schedules of Reinforcement
Behavioral Safety
3 Quiz Questions

1. What methods did Dr. Sulzer-Azaroff use because they were the best way she found to enhance her student performance?
   a. Accentuating punitive measures and minimizing reinforcing consequences
   b. Accentuating reinforcing measures and minimizing extinction consequences
   c. Accentuating reinforcing measures and minimizing punitive consequences
   d. Accentuating extinction measures and minimizing punitive consequences

2. Which event started Dr. Sulzer-Azaroff’s work in behavioral safety?
   a. Working with the staff at the Mansfield center for individuals with developmental disabilities
   b. A car accident due to faulty mechanics on the car she was driving
   c. Her husband Lee’s laboratory having an explosion
   d. Her first meeting with Aubrey Daniels

3. Which question was not a part of Dr. Sulzer-Azaroff and Dwight Harshbarger’s quality-improvement program?
   a. What is a good job?
   b. How do I know if I’m doing a good job?
   c. When will I know if I did a good job?
   d. What happens when I do a good job?

4. Which motto guided Dr. Sulzer-Azaroff as an educator and professional?
   a. The pigeon is always right
   b. The teacher is always right
   c. The data is always right
   d. The student is always right

5. Why (most likely) did Sulzer-Azaroff and her student teaching mentor-teacher continue to scold students who would misbehaved:
   a. Scolding punished the behaviors of the students
   b. Scolding extinguished the behavior of the students
   c. Discontinuing the behavior following the scolding negatively reinforced the scolding
   d. None are logical explanations

6. What was the primary goal of Sulzer-Azaroff’s (1968) study where students pressed a button that corresponded to the answer of a multiple-choice question presented on the board? (Choose all that apply)
   a. To provide students with immediate feedback
   b. To eliminate professor grading of quizzes
   c. To test the feasibility of using computers in the classroom
   d. To change teaching methods based on student performance
   e. Both a and d
   f. All of the above.
7. Which of the following behavior analytic technologies did Sulzer-Azaroff suggest to increase adherence to safety procedures in the laboratory setting?
   a. Extinction of targeted unsafe behaviors
   b. Punishment of targeted unsafe behaviors
   c. Reinforcement of target safety behaviors
   d. None were suggestions
4 Quiz Key

1. C
2. C
3. C
4. D
5. C
6. E
7. C
5 **ADDITIONAL READINGS**

*See Reference List at End of Chapter*
6 DISCUSSION QUESTIONS

1. Compare and contrast the model of behavior improvement Sulzer-Azaroff employed when teaching young children, graduate students, improve safety behavior in a laboratory, and with quality improvement initiatives with Reebok.

2. List and behaviorally explain three examples of Sulzer-Azaroff’s use of motivating operations in her teaching.

3. List three non-classroom experiences that added to Sulzer-Azaroff’s knowledge of behavior analysis.

4. List and behaviorally explain five behavioral methods Sulzer-Azaroff implemented in her college teaching.
Chapter 10: Murray Sidman

1 STUDENT LEARNING OBJECTIVES

1. Explain what, according to Sidman, is the most critical, and often missed, component of the behavior of researchers.
2. Define and understand the key areas of research in Sidman's work.
3. Define Equivalence.
4. Define and explain the importance of Free Operant Avoidance.
2 LIST OF KEY TERMS

Avoidance
Equivalence
Reflexivity
Symmetry
Transitivity
Private Events
Un-signaled Avoidance/ Free Operant Avoidance
3 Quiz Questions

1. What term is used for an avoidance response that is made in the absence of a signal?
   a. Habituation
   b. Free Operant Avoidance
   c. Response Prevention
   d. Signaled Avoidance

2. What was the name of the client that led Sidman to first observe the emergence of equivalence relations?
   a. Kent
   b. Cosmo
   c. Murray
   d. Rat

3. Sidman wrote “Coercion and its fallout”
   a. True
   b. False

4. Skinner thought the curve he observed in response pattern of the rat was unremarkable because it:
   a. Identified nothing special in the behavior of the rat
   b. Was a fluke in responding
   c. Was easily reproducible
   d. Represented nothing new in the field of science

5. How did Sidman first notice the unique pattern of responding established during an avoidance program lacking a signal?
   a. On his trip home for Christmas break
   b. After having it pointed out by his major advisor
   c. This was not a finding of his
   d. Only when he repeated the experiment multiple times and summarized the data
4 Quiz Key

1. B
2. A
3. A
4. C
5. A
5 ADDITIONAL READINGS


6 Discussion Questions

1. Sidman outlines the fact that the goal of a complete account of behavior should include an analysis of the behavior of the researcher. What aspects of the environment does Sidman identify as being critical in the behavior of the researcher?

2. In this paper Sidman outlines the procedure used to establish equivalence relations. Describe these procedures and then explain why they represent such an important milestone in the analysis of behavior.

3. Sidman preferred the term free operant avoidance as a label for the procedure he used to evaluate the performance of rats when they were shocked without a signal. By completing this work what fields of study could be combined? Why was this a remarkable find in the analysis of behavior?

4. Discuss why Sidman is so concerned with the “feeling” a researcher gets when they come to understand the processes taking place in the world around them. Why is it he believes these aspects of research are so important? Can you identify any moments when you too have experienced these conditions as described by Sidman?
Chapter 11: Rob Holdsambeck

1 STUDENT LEARNING OBJECTIVES

1. Identify the steps in a behavioral science approach.
2. Explain how a behavioral science approach differs from the approach used by many psychologists.
3. Describe the influence that Autism has had on the applied science of behavior.
2 LIST OF KEY TERMS

Baseline
Antecedent
Consequence
Functional Analysis
Functional Behavior Assessment
Functions of Behavior
Response Class
3 Quiz Questions

1. What powerful tool did Holdsambeck need to bring to his meeting with his mentor, Pennypacker?
   a. Written reports of his findings
   b. Data
   c. Graphs of his own behavior
   d. Summaries of assigned articles

2. In a behavior analytic approach, the first step is often ________________.
   a. Building rapport and consulting other professionals.
   b. Determining what conditions to use in a functional analysis.
   c. Observing service-delivery.
   d. Training staff to implement programming.

3. Before providing a behavior analytic intervention, it is crucial to first ________________.
   a. Contact the student’s teachers
   b. Conduct a functional analysis
   c. Provide training to staff
   d. Rule out medical conditions

4. Holdsambeck states that in effective behavior analytic programming, “we are conducing observations, and sometimes changing the environment, to see what moves the behavior in one direction or another”. In this sentence, he is describing ________________.
   a. Direct observation
   b. Scatterplot data
   c. Functional analyses
   d. Open-ended interviews

5. A well designed behavior plan involves both ________________ and ________________ interventions
   a. Antecedent and consequence
   b. Direct and indirect
   c. Evidence-based and trial-based
   d. Behavior analytic and non-behavioral
6. What is the final step in consultation?
   a. Continue to collect data and make changes
   b. Provide staff training
   c. Conduct a functional assessment
   d. Interview the student’s teachers

7. In his work on bedwetting, Holdsambeck found that most persistent bedwetting was not maintained by __________.
   a. Escape
   b. Attention
   c. Access to preferred items
   d. Automatic reinforcement

8. What did the 1904 and 1938 articles referenced by Holdsambeck find as an effective intervention for bedwetting?
   a. Token economies
   b. Overcorrection
   c. Use of skin-shock
   d. Use of an enuretic alarm

9. What is EIBI?
   a. Effective Interventions for Behavioral Integrity
   b. Early Intensive Behavioral Intervention
   c. Experimental Intensive Behavioral Interventions
   d. Effective and Intensive Behavioral Interventions

10. ABA as a treatment for children with Autism has been endorsed by __________
    a. The State Department
    b. The FDA
    c. American Physician Association
    d. Surgeon general
4 Quiz Key

1. B
2. A
3. D
4. C
5. A
6. A
7. B
8. D
9. B
10. D
5 ADDITIONAL READINGS


6 **DISCUSSION QUESTIONS**

1. In this Chapter, Holdsambeck describes someone’s response to the phrase “special needs” when describing his work. How do you describe the population with whom you work? What language should be used to refer to children with “special needs”?

2. List the behavioral principles involved in the treatment for bedwetting that Holdsambeck describes. What is the behavior of interest?

3. Describe how family members can help with dissemination of behavior analysis.

4. How is a behavior analytic approach different from psychological testing?

5. “Professor Grumpy” recalls not seeing many children with special needs when he was a child. How have our communities changed since this time and in what ways?
Chapter 12: Kent Johnson

1 STUDENT LEARNING OBJECTIVES

1. Define Personalized System of Instruction (PSI) and provide the four behavioral components that it is based on
2. Identify the difference between homogenous student grouping and ability based student grouping.
3. Describe the difference between units of measurement and units of analysis, in measuring behavior.
4. Identify the only true measurable dimension of behavior.
5. Identify the creator of the Direct Instruction teaching method and the three conceptual components it is based on.
2 LIST OF KEY TERMS

Unit of Analysis
Units of Measurement
Personalized System of Instruction
Direct Instruction
Precision Teaching
Frequency
Positive Reinforcement
Generativity
Agility
Behavior Celeration
3 Quiz Questions

1. What are the conceptual components of the three part Direct Instruction delivery method, developed by Tom Gilbert?
   a. Demonstrate, guide, release
   b. Direct, guess, recognize
   c. Discover, grow, rehearse
   d. Depth, grouping, retreat

2. The Morningside Academy is:
   a. A school for children with significant social and interpersonal behavior problems
   b. A school for children that does not provide compensatory education, instead it provides test preparation and examination readiness
   c. A school that directly addresses student learning and attention deficits by placing them in curricular sequences based on performance
   d. Both B & C

3. In homogenous achievement grouping:
   a. Students are placed in groups according to measures of ability or IQ
   b. Successive regrouping occurs throughout the learning process
   c. Students are placed in age related classrooms
   d. Students learn with the initial group placement

4. The only direct measure of behavior is:
   a. Interval recording
   b. Time sampling
   c. Frequency recording
   d. Response duration

5. A reward menu:
   a. Specifies items or privileges, selected by the students, with number of tokens required for trade
   b. Specifies the reinforcement used in homogenous achievement grouping to increase student learning
   c. Is used as part of a package that includes Direct Instruction to increase learning
   d. Is simply another word for a token economy system
6. The Personalized System of Instruction (PSI) incorporates behavior principles such as:
   a. Academic tracking
   b. Penalties for errors
   c. Immediate feedback
   d. Pacing based on the entire group

7. The units of an analysis of behavior:
   a. Identify the force or intensity of a behavior
   b. Define behavioral components, which can then be measured
   c. Rearrange the instructional environment
   d. Are the measured frequency of each unit of analysis

8. The units of measurement in behavior:
   a. Identify the force or intensity of a behavior
   b. Define behavioral components, which can then be measured
   c. Rearrange the instructional environment
   d. Are the measured frequency of each unit of analysis

9. Trends of behavior over time are called:
   a. Interventions
   b. Frequencies
   c. Behavior Celerations
   d. Intervals

10. The Morningside Model of Generative Instruction is comprised of which of the following:
    a. Individual academic tracking
    b. Procedures for shaping generative learners
    c. Discrete trial instruction
    d. Group contingencies for reinforcement
4 Quiz Key

1. A
2. D
3. B
4. C
5. A
6. C
7. B
8. D
9. C
10. B
5 ADDITIONAL READINGS


6 Discussion Questions

1. Describe Kent Johnson’s childhood work with typical learners who struggled, and how this work, along with his studies that included the work of Fred Keller and Ogden Lindsay, served the basis of the Morningside Model?

2. Describe the components of a Direct Instruction Model (i.e., Engelmann’s Direct Instruction method as Johnson presents it), and compare and contrast that model to other models found within applied behavior analysis today (i.e., Discrete Trial Instruction, Personalized System of Instruction, Embedded Instruction)

3. Describe the process by which students at Morningside Academy actually co-teach with their teachers. How would or could this work in a public educational setting?
Chapter 13: Abigail Calkin

1 STUDENT LEARNING OBJECTIVES

1. Define Programmed Event.
2. Define and describe Movement Sequence Cycle.
3. Define and describe the Sequence Event paradigm with the SRC paradigm.
2 LIST OF KEY TERMS

Precision Teaching
Operant Conditioning
Respondent Conditioning
Inner Behavior
Mentalism
Programmed Event
Standard Celeration Charting
3 Quiz Questions

1. What were three reasons Dr. Calkin cited as being against behavior modification?
   a. (1) Too much data collection (2) Not enough training (3) Her philosophical beliefs
   b. (1) Human motivation (2) The intrinsic needs of a person (3) Free will
   c. (1) It went against precision teaching (2) She disagreed with the term (3) It should be called behavior analysis
   d. Dr. Calkin was never against using behavior modification

2. Regardless of acceleration and deceleration, Dr. Calkin's data showed that inner behaviors appeared to occur between how many times per day?
   a. 200 to 250
   b. 0 to 500
   c. 250 to 1000
   d. 0 to 100

3. With which famous researcher did Dr. Calkin work on her PhD.?
   a. John Wolpe
   b. Ogden Lindsley
   c. Milton Erickson
   d. B.F. Skinner

4. What distinguishes the PE, MC, SE paradigm from the SRC paradigm?
   a. The PE, MC, SE paradigm is specific to precision teaching and charting while the SRC is about all other types of behaviors.
   b. The PE, MC, SE paradigm is specific to covert, inner behaviors while the SRC paradigm is specific to observable behaviors.
   c. The PE, MC, SE paradigm is hypothetical, they are what we hope will happen, it is only when the events do occur that we get to the SRC paradigm.
   d. They are two paradigms that are synonymous.

5. What method did Dr. Calkin use to change the frequency of her own inner behavior?
   a. Behavior modification
   b. 2-min reinforcement systems
   c. 1-min timings and charting
   d. Antecedent interventions
4 Quiz Key

1. B
2. D
3. B
4. C
5. C
5 ADDITIONAL READINGS


6 DISCUSSION QUESTIONS

1. Compare and contrast the Programmed Event, Movement Cycle, and Sequence Event paradigm with the SRC paradigm.
2. What are the research findings in the field of inner behavior?
3. What are some unique applications of behavior analysis?
Chapter 14: Francis Mechner

1 STUDENT LEARNING OBJECTIVES

1. Identify three steps of the process for developing instructional materials that are particularly important for achieving instructional effectiveness. Describe the main features of those steps.

2. Name the five most important distinctive features of the Paideia Individualized Education model, and at least three additional distinctive features.

3. Define and describe Mechner’s process of program development.

4. Define the 6 main features of the PIE Technology and describe how savings are achieved by using a PIE school within a larger public school.
2 LIST OF KEY TERMS

Idealism
Programmed Instruction
Dewey's Philosophy of Education
Institutional Design
Behavioral Analysis
3  **QUIZ QUESTIONS**

1. According to Mechner’s program development, what should the first step be?
   a. Preference assessment
   b. Specification of the terminal behavior
   c. Behavioral analysis
   d. Developmental testing

2. Mechner’s term, behavioral analysis, consisted of:
   a. Concepts described in terms of discrimination between classes and generalizations within classes
   b. The term that Skinner applied to the field of behavioral science
   c. Sequences of skills that would be analyzed as behavior chains
   d. Both a & c

3. Which of the following describes why programmed instruction fell into disrepute?
   a. There was not enough funding to place programmed instruction into the schools.
   b. Individuals without behavioral analysis skills created poor representations of programmed instruction and the reputation spread to actual behavioral programming.
   c. Lobbyists petitioned against using programmed instruction in schools due to the individual contacts with the states.
   d. Research showed that programmed instruction was not as effective as once thought.

4. According to Mechner (2016), what is the major downfall of education reform today?
   a. The focus is solely on curriculum, as evidenced by the Common Core Standards.
   b. Reformists fail to look at schools as a collective organization in need of effective, evidence based management.
   c. Evidence based critiques of educational fads (such as child led) are not widely reviewed.
   d. All of the above inhibit effective school reform.

5. True or False. According to Mechner, corporations are natural and effective vehicles to disseminate science to society.

6. Mechner describes which area as the most important in educational reform?
   a. Focus on best practices
   b. Curriculum and Instruction Reform
   c. Institutional Design
   d. Funding
7. True or False. Aspects of UEC’s preschool curriculum were featured on Sesame Street and Electric Company.

8. Mechner credits a boost in instructional setting design and teacher role amendments to:
   a. The focus on instructing individuals with developmental disabilities in the 1980’s
   b. Innovative legislation in the 1990’s
   c. Increased government funding
   d. Business investments that wanted a focus in this area.

9. What student to teacher ratio is recommended by the PIE technology?
   a. 8:1
   b. 5:1
   c. 6:1
   d. 10:1

10. How would PIE demonstrate a savings to education?
    a. Inclusion of many students otherwise specified as “special needs”
    b. Eliminate the need for remedial programs
    c. Reduce hidden costs associated with discipline problems
    d. All of the above.
4 Quiz Key

1. B
2. D
3. B
4. D
5. True
6. C
7. True
8. A
9. C
10. D
5  ADDITIONAL READINGS


6 DISCUSSION QUESTIONS

1. Examine the following quote: “Education is a social process; education is growth; education is not preparation for life but is life itself” – John Dewey
How can you elaborate on the influence that Dewey’s work had on Mechner’s work?

2. Mechner’s PIE technology claims to save funding by the principle that “it is less expensive to do things right in the first place than to fix problems later . . .” (p. 251). What barriers exist that continue to make this kind of reform difficult in schools? How can we overcome those barriers?
Chapter 15: Terry McSween

1 STUDENT LEARNING OBJECTIVES

1. Describe the advantages of applying behavior concepts to safety as defined by McSween.
2. Define the principles involved with McSween's first safety experience, increasing safe practices on oil rigs.
3. Define the classic behavioral approach as described by McSween.
4. Describe how McSween implemented a technology of reinforcement as his Master's Thesis.
2 LIST OF KEY TERMS

Organizational Behavior Management (OBM)
Personalized System of Instruction (PSI)
Behavioral Science Technology (BST) Model
3 QUIZ QUESTIONS

1. Dr. McSween's first Master's thesis involved which of the following:
   a. Training teacher to provide feedback to students for positive attention
   b. Increasing the safety of oil workers on rigs by using public posting and barbeques as positive reinforcers
   c. Training students to provide feedback to teacher for positive attention
   d. Increasing the safety of oil workers through the use of punitive means, punishment and reprimands

2. Dr. McSween defined the “Classic Behavioral Approach” as which of the following?
   a. Measure the behavior, reinforce its occurrence, punish it’s non-occurrence
   b. Define the behaviors, collect data on their occurrence, provide reinforcement for improvement
   c. Train the supervisors, publicly post the data, reinforce for improvement
   d. Provide feedback, punish the non-occurrence of behavior, reinforce any improvement observed

3. Prior to using the classic behavioral approach on the oil rig, the company promoted behavior safety by:
   a. Administering disciplinary action for infractions
   b. Debriefing sessions
   c. Rewards for teams that remained safe for over 1 year
   d. Both a & c.

4. True or False. Dr. McSween had to create a self-management program for himself in order to build a viable business.

5. The Behavioral Science Technology (BST) model:
   a. Was an employee-managed model with very little supervisory participation.
   b. Taught supervisors to use frequent coaching practices to increase reinforcement.
   c. Lacked behavior observation due to lack of leadership involvement
   d. Both a & c

6. True or False. According to Dr. McSween, if implemented correctly, effective safety management does not require the close collaboration between employees and supervisors.

7. True or False. One goal of BBS was to increase peer-to-peer feedback.

8. What makes safety an ideal application of OBM principles, according to Dr. McSween?
   a. Safety is easy to quantify.
   b. The entry point of intervention is usually very clear.
   c. Safety managers are very accessible and comprehend the relevance of behavior safety.
   d. All of the above
## Quiz Key

1. C  
2. B  
3. D  
4. True  
5. D  
6. False  
7. True  
8. D
5 ADDITIONAL READINGS


The Journal of Organizational Behavior Management
6 Discussion Questions

1. In terms of behavior contingencies, what are the benefits of increasing peer-to-peer feedback, especially in high-risk occupations?

2. Behavior Based Safety (BBS) easily gained popularity in high-risk occupations. Describe how BBS could expand to lower risk occupations and how that could impact fiscal concerns at a substantial level.
Chapter 16: Carl Binder

1 STUDENT LEARNING OBJECTIVES

1. Describe the assumptions of determinism and its effect on behaviorism.
2. Compare and contrast inductive and deductive methodologies in research.
3. Describe the instructional procedures Binder described which used rate of response and the standard celeration chart and its implications to education.
4. Define endurance with a behavioral fluency model.
2 LIST OF KEY TERMS

Determinism
Free Will
Single Subject Design
Inductive Reasoning
Deductive Reasoning
Celeration Chart
Rate of Response
Precision Teaching
Behavioral Fluency
Stimulus Equivalence
3 Quiz Questions

1. When behavioral fluency is demonstrated, the learner:
   a. Is more likely to retain the behavior they learned
   b. May demonstrate a “low-ceiling” effect
   c. May generalize the skills to more complex behaviors
   d. Both A & C

2. Endurance refers to:
   a. How long a student will work on a given problem
   b. The distractibility of low frequency behaviors
   c. The interval of instruction
   d. How long the teacher can conduct a difficult lesson.

3. A running theme in Binder’s work was advice from Skinner to:
   a. Be humble when given praise
   b. Pass it on
   c. Only reinforce interest that is capable of making a change
   d. None of the above.

4. True or False Behaviorism is compatible with the viewpoint of a non-dualistic nature of human existence.

5. True or False. Behaviorism is a deductive approach to problem solving.

6. Discrete trial training can:
   a. Constrain performance
   b. Promote problem behavior
   c. Decrease response frequency
   d. All of the above

7. Instructional design based on measurement of response frequency allowed:
   a. Easier stimulus control
   b. More frequent and natural reinforcement contingencies
   c. More problem behaviors
   d. Both A & B

8. Who was responsible for introducing Dr. Binder to the factor of endurance?
   a. Ogden Lindsley
   b. Hank Pennypacker
   c. Eric Haughton
   d. Bea Barrett
9. Dr. Binder used his knowledge of stimulus-equivalence to teach:
   a. Appropriate social behaviors
   b. Sight reading
   c. Instruction following
   d. Both B & C

10. True or False. It is just as important to accept credit, as it is to give it.
4 Quiz Key

1. D
2. A
3. B
4. TRUE
5. FALSE
6. D
7. D
8. C
9. D
10. TRUE
5 ADDITIONAL READINGS AND MATERIALS


6 DISCUSSION QUESTIONS

1. Many rejected Skinner (including Binder at first) due to the perception that we are not truly free. In what ways does determinism and behaviorism actually make us freer to dictate the path of our lives?

2. List several phrases you might hear from professionals in related fields that imply client progress is due to free will?

3. Child development models often suggest “latency periods” during which nothing is supposedly happening. Using terms from your behavior analytic study thus far, provide hypotheses for what kinds of gains are actually occurring during these periods.

4. Celeration charting has declined in popularity among the behavior analytic community, including omission from the latest BACB task list, as well as with prominent professionals in the field. How does this effect the future of measurement and in what ways can you learn more and promote this form of measurement.
Chapter 17: Richard “Dick” Malott

1 STUDENT LEARNING OBJECTIVES

1. Describe ways in which self-management systems can be used to change one’s own behavior.
2. Discuss the role of diversity in behavior analysis.
3. Define the partial reinforcement effect.
LIST OF KEY TERMS

Aversive Control
Matching Law
Variable Schedules of Reinforcement
Fixed Schedules of Reinforcement
Ratio Schedules of Reinforcement
Interval Schedules of Reinforcement
Continuous Reinforcement
7 Dimensions of Behavior Analysis
Rule-Governed Behavior
Contingency Shaped Behavior
3 Quiz Questions

1. What does Malott say behavior analysts do?
   a. Analyze behavior in terms of the effects of a person’s behavior on their environment and the reciprocal effect of their environment on their behavior
   b. Provide consultation to children and adults with special needs
   c. Determine how the world works
   d. Analyze behavior in terms of a person’s origins and their specific diagnoses

2. If one of Malott’s students laughs at his jokes, laughing would likely function as ____________ for Malott.
   a. An aversive stimulus
   b. A punisher
   c. A reinforcer
   d. An antecedent

3. “The best predictor of future behavior is ____________”
   a. Past behavior
   b. Observation
   c. An educated guess
   d. Future behavior

4. Malott’s use of the self-shock device, and later snapping rubber bands on his wrist, made use of ____________ to change behavior.
   a. Stimulus generalization
   b. Stimulus shaping
   c. Self-control
   d. Aversive control

5. To Malott, these methods were likely effective because they increased his ____________
   a. Pain threshold
   b. Self-awareness
   c. Instructional control
   d. Knowledge of the behavior
6. Malott gives an example from White Fang, describing that the “bad wolf-dog was not to blame for being vicious and bad, because external factors had determined that he’d be that way”. This is best described as _____________________.
   a. Skepticism
   b. Empiricism
   c. Determinism
   d. Philosophic doubt

7. ____________________ = “Every time the pigeon pecks a small disk on the wall of its Skinner box, it gets a small amount of birdseed, as a reinforcer”
   a. Continuous reinforcement
   b. Fixed ratio reinforcement
   c. Fixed-interval reinforcement
   d. Variable reinforcement

8. Which of the following best explains Malott’s example of the partial reinforcement effect?
   a. Subjects matched their responding to the probability of the light coming on.
   b. Subjects allocated responding to the side with higher probability, maximizing their access to reinforcement
   c. Subjects developed clear patterns in responding where they alternated between both sides
   d. The subject stopped responding when the pattern was not discernable to them

9. Malott explains that Herrnstein rediscovered the Humphrey’s effect, calling it ____________________
   a. Stimulus equivalence
   b. Stimulus control gradient
   c. The Law of Effect
   d. Matching Law

10. What accounts for the effectiveness of delayed reinforcers and punishers?
    a. Transfer of stimulus control
    b. Rule-governed behavior
    c. Contingency-shaped behavior
    d. Stimulus-stimulus pairing
4 Quiz Key

1. A
2. C
3. A
4. D
5. B
6. C
7. A
8. A
9. D
10. B
5 ADDITIONAL READINGS


6  DISCUSSION QUESTIONS

1. How does Malott describe fatalism? What are the pros and cons of well-learned repertoires and how do they impact future behavior.
2. Malott emphasized the importance of an ethnically diverse group of behavioral scientists (in order to save the world). Discuss the role of diversity in a behavioral science and the role that behavioral scientists play in creating a more diverse science.
3. Describe some of the methods that Malott used to modify his own behavior. Then, explain how you might use these self-management techniques to modify your own behavior.
4. What are some barriers to an effective self-management system?
5. Name a few of the classroom learning strategies used in this Chapter. Have these strategies been used in courses that you have taken?
Chapter 18: Travis Thompson

1 STUDENT LEARNING OBJECTIVES

1. Describe Dr. Thompson’s background with respect to his transition into studying psychology.
2. Describe the importance of philosophy and science to Dr. Thompson and how it guided his philosophical approach to behavior analysis.
3. Describe the various educational settings in which Dr. Thompson participated.
4. Describe the events that took place that transformed the focus of Dr. Thompson’s career.
2 LIST OF KEY TERMS

Autism
Behavioral Architectural Prosthesis
Ethology
Empiricism
Integrative Functional Analysis
Philosophy of Science
Psychopharmacology
Behavioral Pharmacology.
Synaptogenesis
3 Quiz Questions

1. What university did Dr. Thompson attend?
   a. University of Florida
   b. Western Michigan University
   c. University of Minnesota
   d. University of California - Los Angeles

2. Does Dr. Thompson believe that the skin is an important barrier?
   a. Yes
   b. No

3. Dr. Thompson was heavily influenced by the opinions and teachings of which Behavior Analyst?
   a. Brian Iwata
   b. Henry Penypacker
   c. Timothy E. Heron
   d. B.F. Skinner

4. Dr. Thompson’s first powerful experience in the realm of science was with what instrument?
   a. Telescope
   b. Magnifying Glass
   c. Operant Chamber
   d. Token Economy

5. Which professor had the initial greatest impact on Dr. Thompson’s desire to study psychology?
   a. B.F. Skinner
   b. Richard Malott
   c. Murray Sidman
   d. Kenneth MacCorquodale

6. What, according to Dr. Thompson, is one of the most important features of natural phenomena?
   a. Striving for Improvement
   b. Equilibrium
   c. Genetic Determinism
   d. Spiritual Guidance
7. Where did Dr. Thompson complete his postgraduate studies?
   a. Walter Reed
   b. Harvard
   c. College Park
   d. University of Minnesota

8. The need to dress in a suit for work during a site review was a lesson in obtaining funding
   a. True
   b. False

9. Dr. Thompson began to integrate which two scientific endeavors after studying for a year in Cambridge.
   a. Philosophy and Religion
   b. Ethology and Operant Analysis
   c. Operant and Respondent Analyses
   d. Simple and Complex Behavioral Chains

10. For which association did Dr. Thompson serve as the first president?
    a. BACB
    b. MABA
    c. ABAI
    d. MNABA
4 Quiz Key

1. C
2. B
3. C
4. A
5. D
6. B
7. C
8. A
9. B
10. D
5 ADDITIONAL READINGS


6 DISCUSSION QUESTIONS

1. In his chapter Dr. Thompson cites Plato as saying, “cut nature at its joints”. Is intended by this statement? How does this approach fit with his interpretation of behavior?

2. Discuss the impact of Dr. Thompson's education with regard to his focus on biology, physiology, and zoology. How has this guided his understanding of behavior? Discuss how this background has assisted him in formulating his Integrative Functional Analytic approach to understanding behavior.

3. Discuss the outcomes of Dr. Thompson's post-doctoral education. Focus on the outcomes of his early research, how it guided his career, and its impact on the field of behavior analysis.