

Behavior Support for Intensive Intervention

Module 2

Behavioral Theory II

Activity Workbook

Table of Contents

Contents	Page
Module Checklist	3
Timeline	4
Behavioral Terms “Cheat Sheet”	5
Guided Notes	6 – 16
Activity 2.1 – Stop & Jot: <i>Your Examples of Setting Events</i>	8 – 10
Activity 2.2 – Discussion Board Post: <i>Shaping</i>	11 – 12
Activity 2.3 – Quiz: <i>Shaping or Chaining</i>	13 – 14
Activity 2.4 – Discussion Board Post: <i>Prompting & Stimulus Control</i>	15
Activity 2.5 – Stop & Jot: <i>Phases of Learning</i>	16

Module 2 Checklist

The purpose of this Activity Workbook is to help organize content for this Module. There are some activities that you will do on your own to help you engage with and think about the content. You will *not* be required to submit your responses for those activities. There are other activities, however, that you will submit online and apply in your classroom. The activities that you must submit before completing this Module are listed in the “Online” column below.

Section	Assignment	To Be Completed In Activity Workbook	To Be Completed Online	Classroom Application
Intro	Video		<input type="checkbox"/> Watch Module 2 Introduction Video Presentation	
	Reading		<input type="checkbox"/> Read Module 2 Reading (Darch & Kame’enui, 2004)	
Part 1	Video		<input type="checkbox"/> Watch Module 2 Part 1 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	2.1	<input type="checkbox"/> Stop & Jot: <i>Your Examples of Setting Events</i>		
Part 2	Video		<input type="checkbox"/> Watch Module 2 Part 2 Video Presentation	
	Guided Notes	<input type="checkbox"/> Complete Guided Notes		
	2.2		<input type="checkbox"/> Discussion Board Post: <i>Shaping</i>	
	2.3	<input type="checkbox"/> Quiz: <i>Shaping or Chaining</i>		
	2.4		<input type="checkbox"/> Discussion Board Post: <i>Prompting & Stimulus Control</i>	
	2.5	<input type="checkbox"/> Stop & Jot: <i>Phases of Learning</i>		
Closing	Video		<input type="checkbox"/> Watch Module 2 Closing Video Presentation	
	Module Quiz		<input type="checkbox"/> Take Module 2 Quiz	
	Classroom Application			<input type="checkbox"/> Select a targeted behavior or academic skill to teach. <input type="checkbox"/> Develop a plan and teach it using shaping or chaining. <input type="checkbox"/> Videotape part of the process, share with coach, and debrief virtually.

Module 2 Timeline

Week 1 Week of _____	Week 2 Week of _____	Week 3 Week of _____
Start Module	Continue Module <ul style="list-style-type: none"> <input type="checkbox"/> Complete initial post for Discussion Board activities (activities 2.2 and 2.4) by _____. 	Complete Module & Classroom Application Activity <ul style="list-style-type: none"> <input type="checkbox"/> All module activities must be completed and submitted by _____. <input type="checkbox"/> Complete Classroom Application Activity by _____.



Behavioral Terms “Cheat Sheet”

Module 1

Key Term	Definition
Antecedent	A “stimulus that precedes a behavior”. <i>Example. Jonas is asked to complete an independent assignment.</i>
Discriminative Stimulus (S^D)	The learner knows what type of reinforcement he/she will receive following a particular behavior.
S-Delta (S^Δ)	The learner does not know what response (reinforcement or punishment) he/she will receive after a behavior because over time, the response has been variable.
S^D Minus (S^{D-})	The learner knows that some type of punishment he/she will receive following a particular behavior.
Behavior	An “observable and measurable act of an individual (also called a response). <i>Example. Jonas disrupts his peers and refuses to begin the assignment.</i>
Consequence	A stimulus change that occurs contingent on a behavior. <i>Example. Teacher immediately sits with Jonas and helps him complete the work.</i>
Reinforcement	When a consequence of a behavior functions to increase the likelihood of future occurrences of that behavior.
<i>Positive Reinforcement</i>	Giving something to a learner to <u>increase the likelihood</u> of future occurrences of that behavior. <i>Example. Sitting down and helping a student who refuses do an independent assignment and disrupts peers instead.</i>
<i>Negative Reinforcement</i>	Taking away/removing something from a learner to <u>increase the likelihood</u> of future occurrences of that behavior. <i>Example. Taking away work when a student is presented with difficult work and puts his head down in opposition.</i>
Punishment	When a consequence of a behavior functions to decrease the likelihood of future occurrences of that behavior.
<i>Positive Punishment</i>	Giving something to a learner to <u>decrease the likelihood</u> of future occurrences of that behavior. <i>Example. A student gets punched in the face after making a derogatory comment to another student.</i>
<i>Negative Punishment</i>	Taking away/removing something from a learner to <u>decrease the likelihood</u> of future occurrences of a behavior. <i>Example. Taking away television privileges when a child doesn't complete his/her chores.</i>
Extinction	When the stimuli that function to reinforce a behavior (i.e. reinforcers) are withheld or prevented from occurring, the behavior will eventually disappear. <i>Example. Every time Sarah talks out in class, the teacher gives her attention. The teacher realizes this reinforces the behavior, so she stops giving Sarah attention for talking out.</i>
Extinction Burst	A temporary increase in behavior following the removal of reinforcement. <i>Example. After the teacher stop giving her attention, Sarah increases the amount of talking out in an attempt to get the teachers' attention.</i>
Function of Behavior	All behaviors either serve to (a) get or obtain something (e.g., attention) or (b) avoid or escape something (e.g., hard work).

Module 2 Guided Notes & Activities

Objectives

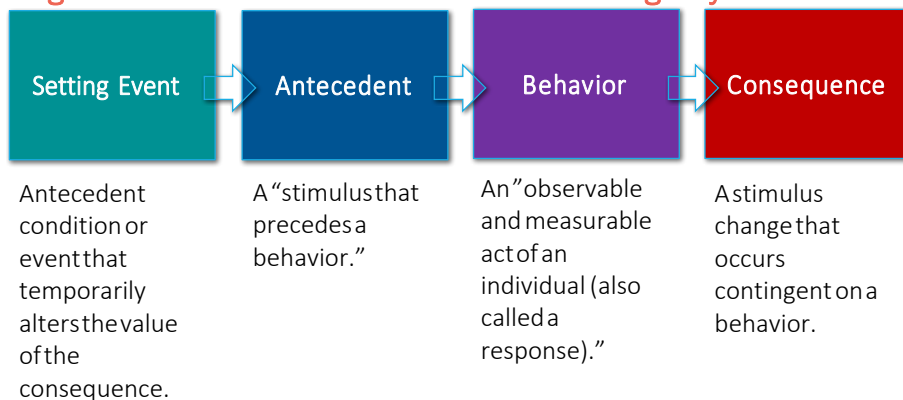
By the end of Module 2 you should be able to:

- Part 1:
 - Describe and identify elements of the four-term (SE-A-B-C) contingency
- Part 2:
 - Define and describe procedures involved with teaching:
 - Shaping
 - Chaining
 - Prompting
 - Stimulus control
 - Phases of learning

Part 1 What are setting events and how do you help explain behavior?

Four Term Contingency

Building Blocks of Behavior: The Three Term Contingency¹



Focus on Setting Events

- Setting events can occur
 - _____ and/or same place as the S^D
 - earlier and/or in a _____ from the S^D
- Setting events may be environmental, physiological, or social
- Setting events help explain variations in behavior
- For our purposes, the terms setting event and motivating operations (MO) can be used interchangeably

Antecedents vs. Setting Events

- Antecedents - occur immediately before and act as "triggers" for problem behavior
- Setting Events - indirectly "set-up" the problem behavior by temporarily altering the value of maintaining consequences.

¹ (Alberto & Troutman, 2006; Simonsen & Myers, 2015)

Examples

When Don's teacher gives him a difficult task, he engages in disruptive behavior. His teacher ignores his behavior and Don is able to avoid doing his task. Over time, he is more likely to engage in disruptive behavior when given a task. Don is especially likely to engage in disruptive behavior when he is tired.

Setting Event	Antecedent	Behavior(s)	Consequence
	Don is given a task	Disruptive behavior	Teacher ignores his behavior and he avoids work

_____ Reinforcement	Action (+ or -)	He avoids more work
	Effect (↑ or ↓)	More likely to engage in disruptive behavior
Assuming this is a consistent pattern, what is the function of Don's behavior?	_____	

During unstructured time with her peers, Brandi teases her peers. They tease her back and provide animated attention. In the future, Brandi continues to tease her peers. She is especially likely to engage in this behavior when she has spent the morning engaged in teacher directed instruction in independent work.

Setting Event	Antecedent	Behavior(s)	Consequence
	Unstructured time with her peers	_____ behavior	Friends tease back and provide animated attention

_____ Reinforcement	Action (+ or -)	Provide (give) attention
	Effect (↑ or ↓)	More likely to engage in teasing behavior
Assuming this is a consistent pattern, what is the function of Brandi's behavior?	_____	

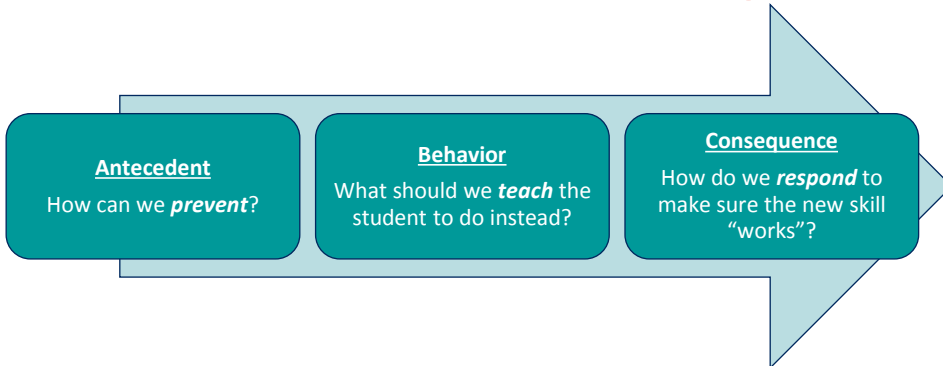


Activity 2.1 – Stop & Jot Your Examples of Setting Events Activity Workbook

Develop an example of a student with whom you've worked who exhibits problematic behaviors that are affected by a setting event.

Include information about the behaviors and context (ABCs).

A quick preview of how we use the ABCs and Function to guide intervention



Examples

During teacher lecture, Martha *repeatedly* and loudly calls out (without raising her hand). Each time, the teacher gives her a look, a redirection, or occasionally calls on her.

Prevent?	Teach?	Respond/Reinforce?

When given a difficult writing assignment Susannah *regularly* throws her pencil down, rips up her paper and puts her head down. Her teacher ignores this behavior (and Susannah never completes her assignment).

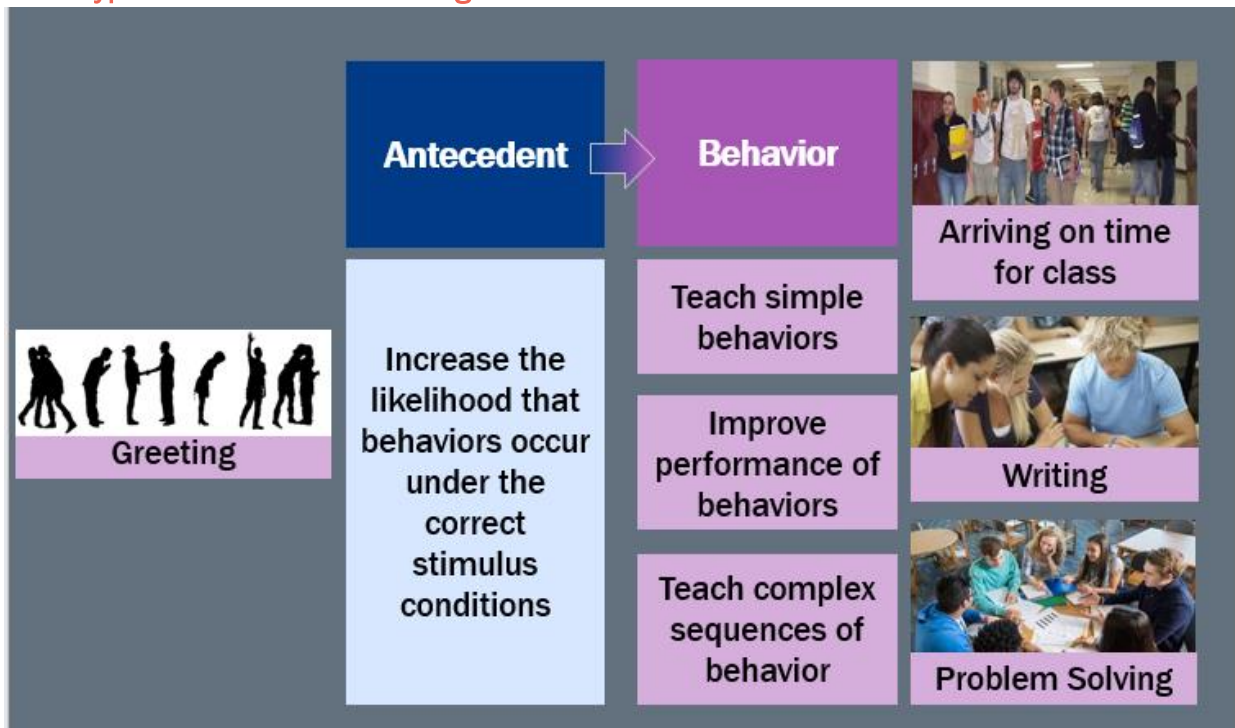
Prevent?	Teach?	Respond/Reinforce?

In the hallway with peers, Tim often teases, trips, or pushes a student who talks and walks a little slower than others. Each time, Tim's peers laugh and pat him on the back.

Prevent?	Teach?	Respond/Reinforce?

Part 2 What are the basic teaching procedures we will use?

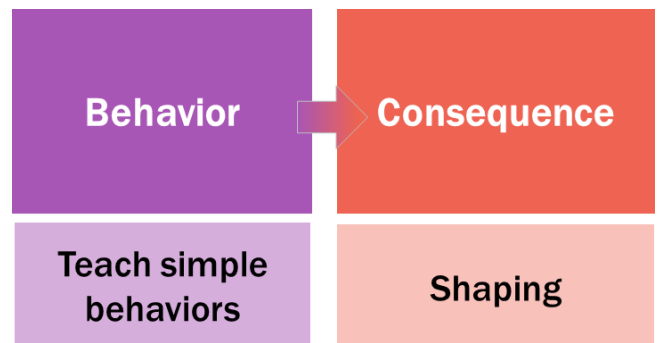
What are the typical outcomes of teaching?



What behavioral procedures are involved in teaching?

Terminal Behavior: _____
 Criterion for success: _____
 Initial Behavior: _____

 Intermediate behaviors: _____



- Behavior must be _____ along a number of dimensions
 - _____: what it looks like
 - _____: time between beginning and end of response
 - _____: time between S^D and response
 - _____: fluency of response
 - _____: intensity

“Real Life” Examples of Skills You Could Teach Through Shaping



“Tone”



Musical Phrasing



Infant Communication



Free Sample + Sale



Handwriting



Reading with Expression



Eating with Spoon



Learning to Decode



Activity 2.2 – Discussion Board Post

Shaping Online

Before you complete this module, please complete a discussion board post that answers the following questions. Once you've posted, please respond to at least two of your classmates' posts.

1. Share a situation in which you have used (or would use) shaping to teach a new behavior or improve performance of an existing behavior.
2. Explain why shaping would be an appropriate approach to teach that skill.

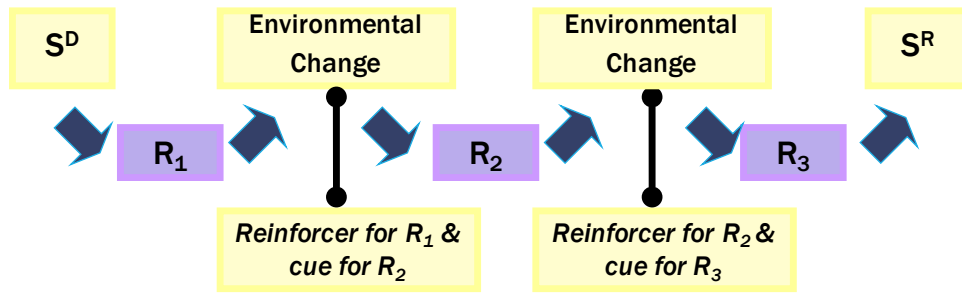
You may use the space below to draft a copy of your response before posting a copy online.

- To teach **complex sequences of behavior** (whether they are academic, social, or functional skills)
 - We first break the behaviors down into their component parts by performing a **task analysis**.
 - Determine prerequisite skills/concepts
 - List materials
 - List and order components of task

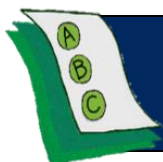
Once the task is broken down (analyzed), we build the chain.

Chaining

- **Chaining** is _____ of a complex behavior so that participant builds (or chains) all the components and can ultimately perform complex behavior.
 - The goal is for a learner to perform the entire sequence of behaviors following the presentation of 1 S^D.
 - Once the chain is “built,” the learner receives reinforcement only after the last response, but each response produces an environmental change that is a conditioned reinforcer for the previous response and a prompt for the next response.
 - That is...



- There are three ways to apply chaining:
 - Chaining: components taught in order (together or apart and then sequenced)
 - Chaining: components taught in reverse
 - Presentation: require learner to perform all steps in sequence until entire sequence is learned



Activity 2.3 – Quiz

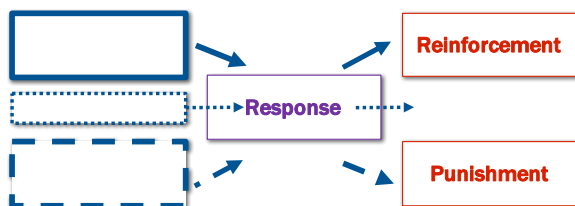
Shaping or Chaining

Activity Workbook

Would you use **Shaping** or **Chaining** to teach each of the following skills?

1. Teaching a student to *solve a math equation*.
 - a. Shaping
 - b. Chaining
2. Teaching a student to *play a musical note* appropriately (assuming they can position fingers appropriately).
 - a. Shaping
 - b. Chaining
3. Teaching a student to *write a research paper*.
 - a. Shaping
 - b. Chaining
4. Teaching a student to *enter the classroom* appropriately.
 - a. Shaping
 - b. Chaining

To, increase the likelihood that behaviors occur under the correct stimulus conditions, we establish stimulus control

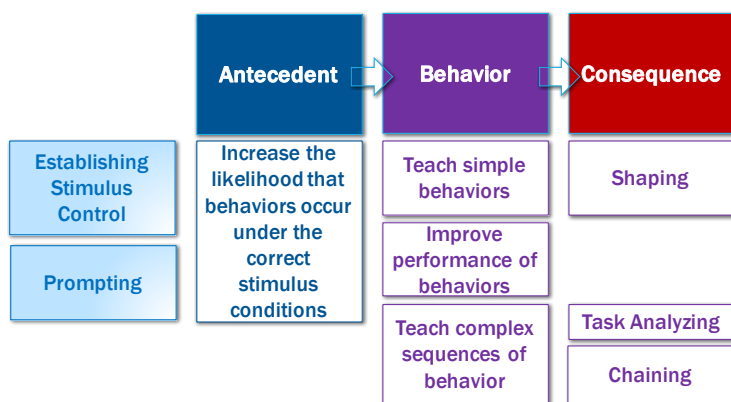


- **Stimulus control** has been established when a behavior occurs _____ in the presence of a specific antecedent stimulus (S^D).
- To establish stimulus control, we use discrimination training.
 - We can either withhold reinforcement in certain situations:
 - Reinforce *only when* the _____ is present
 - Do not reinforce when _____ is present
 - Do not reinforce when _____ are used in presence of _____
 - Or, we can use error corrections when inappropriate stimulus control occurs:
 - Reinforce *only when* $S^D \rightarrow R_1$
 - Correct when $S^{D-} \rightarrow R_1$
 - Correct when $S^D \rightarrow$ any other R's

Prompting

Presenting _____ to increase the probability that the S^D will occasion the desired response

- Types of prompts:
 - Verbal
 - Visual
 - Gestural
 - Modeling
 - Physical guidance
- Guidelines:
 - Choose the “just right” prompt (not too much, not too little)
 - Fade as quickly as possible
 - Most-to-least
 - Least-to-most
 - Time delay





Activity 2.4 – Discussion Board Post

Prompting & Stimulus Control

Online

Before you complete this module, please complete a discussion board post that answers the following questions. Once you've posted, please respond to at least two of your classmates' posts.

1. Describe a situation in which you want to establish stimulus control. Describe how you would establish stimulus control.
2. How would you use and fade prompts?

You may use the space below to draft a copy of your response before posting a copy online.

Phases of Learning

What is the ultimate goal of all instruction?² _____

Acquisition	Fluency	Maintenance	Generalization
Increase _____ of new skill.	Increase _____ of correct responses to 'automatic' or functional level.	Perform skill overtime without _____.	_____ generalization. Response _____.

How do these occur?

Stimulus generalization: learner engages in _____ behavior in different _____ that original instructional context.

Response adaptation: learned engaged in _____ or _____ behaviors that are functionally _____ to target behavior.

How do we move students toward generalization?

Acquisition	Fluency	Maintenance	Generalization
<ul style="list-style-type: none"> • _____ • _____ • _____ 	<ul style="list-style-type: none"> • _____ 	<ul style="list-style-type: none"> • _____ 	<ul style="list-style-type: none"> • _____ • _____ • _____

² (Cooper et al., 2007, pp. 617, 620; Simonsen & Myers, 2015)



Activity 2.5 – Stop & Jot

Phases of Learning

Activity Workbook

For each phase of learning, identify one of your own skills you believe fits that phase. Why?

	Acquisition	Fluency	Maintenance	Generalization
Skill →				
Why? →				