Techniques for Consequating Behavior - *the short version*

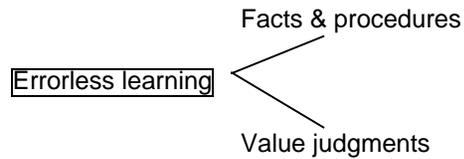| Introducing a New Behavior	Increasing Behavior

Introducing a New Behavior

Task analysis
- Simplicity
- vs
- Complexity

Prompts
- Visual
- Verbal
- Physical guidance
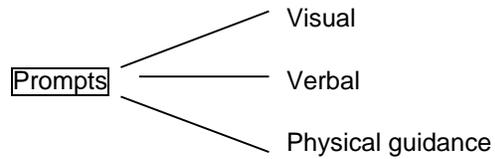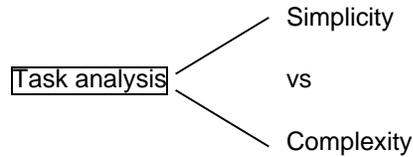
Fading
- Too soon . . .
  Behavior discontinues
- Too late
  Dependence develops

Errorless learning
- Facts & procedures
- Value judgments

Chaining
- Backward (Independence)
- Forward (Competence)

Shaping
- Successive approximation

Modeling

Increasing Behavior

Positive (contingent) reinforcement

- Primary

- Secondary (the "5 things")

  Social . . . attention

  Tangible . . . things

  Activity . . . behavior
  low / high freq. preferred

  Generalized . . . tokens

- Pairing

  Primary / Secondary reinforcers

  Preferred / Less preferred

- Token economy
  - Varied gratification
  - Temporary

- Contracts
  - Attainable
  - Positive
  - Clear reinforcers

- Group contingencies

Negative reinforcement

What are you teaching? . . .
. . . the disadvantages of inappropriate
  behavior?

Natural reinforcement

MOST DESIRABLE

Counterconditioning

Slowly reintroduce problem stimulus

Address responses vs. behavior

Desensitization

Specific . . . reduction of anxiety / introduction of relaxation

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Decreasing Behavior

Differentiated reinforcement

. . . of <u>low rates</u> of behavior

⟶ appropriate behavior occurs too frequently

. . . of <u>other</u> behavior

⟶ reinforce non-occurrence
  limit time segments to reduce failure

. . . of <u>incompatible</u> / <u>alternative</u> behavior

⟶ reinforces *specific* other behavior

Extinction

Remove pinpoint reinforcement
                    . . . but know the cause.

Prepare for escalation
        . . . but beware partial or variable reinforcement.

Prepare other options
            . . . give attention to appropriate behavior.

Prepare other things for your attention
                        . . . can you ignore?

Punishment

Removal of desirable stimuli

• Response cost - reduction of reinforcement
                    . . . but keep in mind <u>proportion</u> and <u>limits</u>.

• Time out - removal from (positive) environment
                    . . . but keep in mind <u>limits</u>, <u>fear</u> and <u>stimulation</u>.
        . . . and incorrect associations - What was inappropriate?

Presentation of aversive stimuli   (common punishment)

• Unconditioned (negative to all)

• Conditioned (aversive through learning)

  BEWARE! Very reinforcing for the giver!

Overcorrection

• Restitutional (return environment to the desired state)

• Positive practice (repeated appropriate behavior)
                        . . . behavior becomes a habit.

• Negative practice (repeated inappropriate behavior)
                        . . . individual becomes satiated.