**Acronyms:**

A: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

C: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SD: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

R: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SR+/-: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SP+/-: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EO: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**The Study of Behavior:**

|  |  |
| --- | --- |
| Respondent Behavior | Operant Behavior |
|  |  |
|  |  |
|  |  |
|  |  |

**Principles of Learning:**

Definition of Learning: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3-Term Contingency:**

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

or

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Antecedent:**

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| --- |
|  |
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**Behavior:**

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|  |

**Consequence:**

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**Group Work:**

*Put the following scenarios into the 3-term contingency:*

1. Suzy ate glue when she was at school. The teacher took it away from her and said, “No”.
2. John cried when he stubbed his toe. His mother came over and gave him a hug.
3. Your alarm went off, you turned it off, rolled over, and went back to sleep.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Antecedent** | **Behavior** | **Consequence** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Reinforcement:**

|  |
| --- |
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**Punishment:**

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**Group Work:**

*Identify whether the behavior increases (reinforcement) or decreases (punishment) in the following scenarios:*

1. Sammy flapped his arms in front of the tv. Every time he did this, his therapist turned off the tv. Sammy never flapped his arms again. Look at the **arm flapping behavior**.
2. George peed in his mom’s favorite plants. Out of furry, his mother yelled at him. He never peed in the plants again. Look at his **urinating behavior**.
3. Jen’s dog was full of burrs he picked up while romping through the field. He cried until she removed them. Since that day, he has cried whenever he has burrs in his coat. Look at the **dog’s crying behavior.**
4. Little Timmy pointed to the donut shop as he and his mother approached. “Mommy, can we get some donuts?” She slammed on the brakes, wheeled the car into the parking lot, and bought a dozen delicious treats. Several days later they were again passing the donut shop. “Mommy, can we get some donuts? Again, the mother complied. Several weeks and twelve dozen donuts later, Timmy was asking for them daily. Look at Timmy’s **requesting behavior**.
5. Lucy’s mother held her hand while the dentist drilled away. Whenever Lucy began to cry, her mother would let go of her hand and leave the room. When she stopped crying, mother would return again and hold her hand. As a result, Lucy cried less at the dentist. Determine the behavior in question before you determine increase/decrease, etc.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Behavior** | **Increase or Decrease?** | **Reinforcement/**  **Punishment** | **What was the specific reinforcer or punisher?** |
|  | Sammy’s arm flapping | I or D | R or P |  |
|  | George’s urinating | I or D | R or P |  |
|  | Dog’s crying | I or D | R or P |  |
|  | Timmy’s requesting | I or D | R or P |  |
|  |  | I or D | R or P |  |

**Types of Stimulus Change:**

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| --- | --- |
|  |  |
|  |  |

**Group Work:**

*Use this table to develop 3-term scenarios for positive and negative reinforcement and punishment:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Antecedent Stimulus** | **Behavior** | **Consequence** | **Future frequency of behavior in similar conditions** | **Operation** |
|  |  |  |  | Positive Reinforcement |
|  |  |  |  | Negative reinforcement |
|  |  |  |  | Positive punishment |
|  |  |  |  | Negative punishment |

**ESTABLISHING OPERATION:**

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