# **Contents**

### CHAPTER ONE An introduction to behavior modification, 1

Behavior modification in the classroom, school, and home: examples from the research, 3

Public Law 94-142, 7

Individualized education programs, 9

Models of human behavior, 10

Historical perspective, 10

Psychoanalytic-psychodynamic model, 10

Biophysical model, 12

Environmental model, 13

Behavior modification model, 16

Summary, 17

## CHAPTER TWO Basic principles of behavior modification, 21

Principles of reinforcement, 22

Principle 1. Reinforcement must be dependent on the manifestation of the appropriate behavior, 22

Principle 2. The appropriate behavior must be reinforced immediately, 22

Principle 3. During the initial stages of the behavior change process the appropriate behavior must be reinforced each time it is exhibited, 23

Principle 4. When the newly acquired behavior reaches a satisfactory frequency level, it should be reinforced intermittently, 23

Principle 5. Social reinforcers must always be applied with tangible reinforcers, 24

Consequences of behavior, 25

Positive reinforcement, 25

Extinction, 26

Negative reinforcement, 27

Punishment, 28

Distinction between punishment and extinction, 29

Schedules of reinforcement, 29

Fixed ratio schedule, 30 Variable ratio schedule, 30 Fixed interval schedule, 30 Variable interval schedule, 31 Generalization, 31 Discrimination, 32 Summary, 32

### CHAPTER THREE Steps in the behavior change process, 34

Selecting a target behavior, 34
Collecting and recording baseline data, 38
Identifying appropriate reinforcers, 43
Use of reinforcement preference scales, 44
Use of reinforcement preference lists, 44
Direct interview with the child, 46
Parent or teacher interview about the child, 47
Direct observation, 48
Additional suggestions, 48
Phasing out reinforcers, 49
Conclusion, 49
Collecting and recording intervention data, 49
Summary, 51

### CHAPTER FOUR Methods of increasing behavior, 54

Shaping, 54 Modeling, 58 Contingency contracting, 60 Token economy, 68 Summary, 75

### CHAPTER FIVE Methods of decreasing behavior, 78

Extinction, 78
Time-out, 79
Characteristics of the child, 80
Teacher's consistency of application, 81
Child's understanding of the rules, 81
Characteristics of the time-out area, 82
Duration of time-out, 83
Evaluation of effectiveness, 83
Satiation, 86
Punishment, 88
Reinforcement of incompatible behaviors, 90
Desensitization, 91
Summary, 96

#### Parent training and home-school behavior management, 100 **CHAPTER SIX**

Need for and desirability of parent education and training, 100

Parents' reactions, problems, and needs, 102

Purposes and objectives of parent education and training, 104

Objectives of the parent training program, 105

Selecting the target behavior: assessment techniques, 105

Psychosituational assessment interview, 106

Parent-teacher interview, 109

Other assessment aids, 113

Home reinforcers, 114

Parent training program, 115

Preparation phase, 115

Instructional phase, 115

Follow-up phase, 116

Parent training lessons, 116

Lesson 1. An introduction to behavior modification, 116

Lesson 2. Consequences of behavior, 118

Lesson 3. Selecting potentially effective reinforcers, 119

Lesson 4. Strategies to increase behavior, 120

Lesson 5. Strategies to increase behavior—cont'd, 120

Lesson 6. Strategies to decrease behavior, 121

Lesson 7. Strategies to decrease behavior—cont'd, 123

Lesson 8. Ethical and effective application, 123

Aids to communication, 124

The passport, 125

Daily report cards, 126

Summary, 127

### **CHAPTER SEVEN**

### Alternative behavior management interventions: psychoanalytic-psychodynamic, biophysical, and environmental, 131

Ideas, actions, outcomes, 131

Definition of behavior management, 132

Psychoanalytic-psychodynamic interventions, 132

Counseling techniques, 132

Expressive arts, 136

Biophysical interventions, 140

Prenatal considerations, 140

Postnatal care, 141

Nutrition, 141

Medical examination, 142

Medication, 142

Other biophysical interventions, 144

Educator's role in biophysical interventions, 144

Environmental interventions, 146

Child-centered interventions, 148

Environment-centered interventions, 148

Child-environment-centered interventions, 149

Group composition and group processes, 149

Classroom environment, 151

Class meetings, 152

Milieu therapy, 153

Summary, 155

### CHAPTER EIGHT Ethical issues, 159

Some questions of ethics, 159

Humane behavior management, 161

Positive reinforcement, 161

Extinction, 161

Punishment, 162

Shaping, 162

Modeling, 162

Contingency contracting, 163

Token economy, 163

Time-out, 163

Satiation, 164

Desensitization, 164

Some behavior management guidelines, 165

The teacher as model and leader, 165

Self-discipline, 167

Population and time, 167

Objectives and goals, 168

Empathy, not sympathy, 168

Expectations, 168

Freedom and independence to function, 169

Some principles concerning individual rights of children, 169

Principle of normalization, 169

Principle of fairness, 170

Principle of respect for the dignity and worth of the individual, 170

Behavior modification as a preventive technique, 171

## Additional readings, 173

APPENDIX A Answers to chapter quizzes, 174

APPENDIX B Journals, reference texts, and instructional films, 177