

Behavior Reduction

Problem behavior is any patterned behavior that causes _____ for the person or is seen by _____ as undesirable, usually causing some form of negative response.

The principles of deprivation, immediacy, size, and _____ are all essential for behavior _____. If we understand what is reinforcing a problem behavior, we can help find a _____ replacement.

Motivating operations can either enhance or reduce the _____ of a reinforcer. They can also help to modify the _____ of a reinforced behavior that is evoked by a certain stimulus.

Two types of motivating operations are the _____ operation and the abolishing operation. The establishing operation temporarily _____ the effectiveness of a reinforcer and usually arises from a state of _____ or aversion. The abolishing operation _____ decreases the effectiveness of a reinforcer and usually arises from a state of _____. Establishing = _____ value and Abolishing = decreased value.

Interactive Questions

What step is important to take when you find out what is reinforcing a problem behavior?

- A. Teach a more functional skill to replace it
- B. Make sure a punishment procedure is in place
- C. Both A and B
- D. Withhold that reinforcer for all behaviors

Answer: A. If you figure out the function of a client's problem behavior (i.e. yelling to get attention), it's important to still meet that function but only after teaching the client a more acceptable way such as saying "hello". D is referring to extinction, but we would only want to put the problem behavior on extinction, not all other acceptable behaviors. Punishment procedures are avoided at all possible.

How does a motivating operation (level of satiation/deprivation) affect a behavior contingency?

- A. The behavior could increase or decrease in frequency
- B. The reinforcer could increase or decrease in value
- C. Both A and B
- D. A behavior contingency does not get affected by the motivating operation at play

Answer: C. If deprived of a reinforcer, the value of it increases and the behavior to get that reinforcer will momentarily increase in the presence of the Sd. If satiated on a reinforcer, the value of it decreases and the behavior to get that reinforcer will momentarily decrease in the presence of the Sd.

The establishing operation _____ the value of the reinforcer in that moment due to the client being in a _____ state. The abolishing operation _____ the value of the reinforcer in that moment due to the client being in a _____ state.

- A. Increases, deprived...Decreases, satiated
- B. Decreases, deprived...Increases, satiated
- C. Increases, satiated...Decreases, deprived
- D. Decreases, satiated...Increases, deprived

Answer: A. The establishing operation increases reinforcer value due to a more deprived state and the abolishing operation decrease reinforcer value due to a more satiated state.

_____ is a procedure used in ABA in which reinforcement that was previously provided (intended or _____) is discontinued to decrease or eliminate problem behavior. Extinction \neq _____. An extinction _____ is a temporary _____ in the frequency, duration, or magnitude of a target response that have been put on extinction.

Extinction bursts happen when 1) a behavior that was _____ reinforced is no longer being reinforced and 2) it's a last ditch effort to access reinforcement in a way that has _____ in the past. They are very _____ and typically after a _____ in problem behavior is observed.

Spontaneous _____ is a phenomenon that sometimes occurs after a maladaptive or problem behavior has gone through an extinction procedure and has already been _____. It is a _____ reoccurrence of the problem behavior in the absence of reinforcement. As long as reinforcement is _____ provided, this phase is usually very short lived.

Interactive Questions

Extinction is the same thing as:

- A. Ignoring the behavior after it has been reinforced

- B. Withholding reinforcement for a previously reinforced behavior
- C. Stopping reinforcement for a previously reinforced behavior
- D. Both B and C

Answer: D. Extinction means reinforcement is withheld or stopped when it was previously reinforced. This reinforcement may not be in the form of attention, so we can't say ignoring is extinction.

Extinction should be used in isolation:

- A. Always
- B. Sometimes
- C. Never
- D. Almost always

Answer: C. Withholding reinforcement should never be used by itself, without having a plan to provide reinforcement for something else. When a client no longer has access to reinforcement it can create aggression or frustration for the client and others involved, so we have to have an avenue available for a client to still get that reinforcement (teaching replacement behavior).

When you initially put a problem behavior on extinction, what commonly happens?

- A. Extinction burst: The behavior increases in magnitude, frequency, or duration and it stays that way
- B. Extinction blast: The behavior increase in magnitude, frequency, or duration temporarily
- C. Extinction burst: The behavior increases in magnitude, frequency, or duration temporarily
- D. Extinction blast: The behavior increases in magnitude, frequency, or duration and it stays that way

Answer: C. When you start withholding reinforcement for a behavior that previously resulted in reinforcement (burst), the behavior might increase or intensify before the client grows accustomed to the new reinforcement contingencies (learning that they have to engage in a more acceptable behavior to get the reinforcement instead).

Differential Reinforcement only reinforces _____ responses that we want to increase, and applies _____ to all other responses. (this is a reinforcement CONTINGENCY and makes the reinforcer used more effective; reinforcement video 2)

Differential Reinforcement of Incompatible Behavior (DRI) only reinforces a behavior that is _____ incompatible with the target behavior.

Differential Reinforcement of Alternative Behavior (DRA) reinforces a behavior that is _____ to the behavior targeted.

Differential Reinforcement of Diminishing Rates of Behavior (DRD) is a schedule of reinforcement where the _____ of behaviors accepted for the delivery of reinforcement is systematically _____. This schedule is used when the behavior needs to be _____.

Differential Reinforcement of Low Rates of Behavior (DRL) is similar to DRD, but used when we want to _____, not eliminate, a behavior. It reinforces _____ frequencies of a behavior.

Differential Reinforcement of High Rates of Behavior (DRH) is a schedule of reinforcement that reinforces _____ frequencies of the target behavior. This is used to _____ a behavior that is already in a person's repertoire and for _____ training.

Interactive Questions

What differential reinforcement schedule should you use to eliminate a behavior?

- A. Differential Reinforcement of Alternative Behavior (DRA)
- B. Differential Reinforcement of Low Rates of Behavior (DRL)
- C. Differential Reinforcement of Incompatible Behavior (DRI)
- D. Differential Reinforcement of Diminishing Rates of Behavior (DRD)

Answer: D. DRD is used to systematically decrease the frequency of the behavior that will get reinforcement to zero rates.

Which of the following requires a behavior to already be in the client's repertoire?

- A. Differential Reinforcement of Alternative Behavior (DRA)
- B. Differential Reinforcement of Low Rates of Behavior (DRL)
- C. Differential Reinforcement of High Rates of Behavior (DRH)
- D. B and C

Answer: D.

DRH and DRL are used to shape a previously existing behavior to occur at a more appropriate rate. In order to reinforce an altered frequency (High rates or low rates) at which a behavior occurs, the behavior must be occurring at some level already.

Which of the following is used to decrease the frequency of a behavior, but not eliminate it entirely?

- A. Differential Reinforcement of Alternative Behavior (DRA)
- B. Differential Reinforcement of Low Rates of Behavior (DRL)
- C. Differential Reinforcement of Incompatible Behavior (DRI)
- D. Differential Reinforcement of Diminishing Rates of Behavior (DRD)

Answer: B. DRL is used to reinforce a behavior to occur at a lower rate than before, but it's something we still want the client to do. This occurs with behaviors that aren't a problem, but the rate at which they occur being the problem.

Punishment is any stimulus whose _____ or removal _____ future frequency of a behavior. However, a behavior analyst will use _____ whenever possible.

Much like reinforcement, punishment can be both conditioned and unconditioned. Unconditioned is when it does not require any previous _____ history. Think: shock, loud noises, pain.

Conditioned punishers are when a neutral stimulus becomes punishing by being _____ with an unconditioned or already conditioned punishment. It requires a learning history. Think: reprimands, angry faces, speeding tickets.

Two types of punishment are _____ and _____. Positive punishment is when a stimulus is _____ after a behavior. Types of positive punishment are reprimands, response _____, and overcorrection.

With positive punishment, a reprimand is saying "no!" or some _____ equivalent. Response blocking is _____ blocking a behavior from occurring. Overcorrection is requiring the individual to engage in _____ behavior that is related to the challenging behavior.

Negative punishment is when a stimulus is removed/taken away after a behavior. Types of negative punishment are response cost, and _____. Both of these result in a future _____ in behavior.

With negative punishment, response cost is the loss of a _____ amount of reinforcement contingent on a behavior. Time out is timeout from _____ reinforcement. For Timeout, it's important to remember that the "time-in" must be reinforcing for the timeout to work as a negative punisher.

Punishment is NOT _____ reinforcement. This is a very common _____ . Reinforcement always _____ behavior and punishment always _____ behavior.

Interactive Questions

Regarding positive/negative reinforcement and positive/negative punishment, the following is true:

- A. Positive/negative refers to the direction of the stimulus (added/removed) while reinforcement and punishment refers to how the behavior is affected (increase/decrease)
- B. Positive/negative refers to the direction of the behavior (increase/decrease) while reinforcement and punishment refers to the direction of the stimulus (added/removed)
- C. Positive/negative refers to the antecedent event while reinforcement and punishment refers to the consequent event
- D. Positive/negative refers to the consequent event, while reinforcement and punishment refers to the antecedent event

Answer: A. Positive and Negative refers to the direction the stimulus is moving during the consequent event (C), and reinforcement and punishment refer to how it effects future behavior (behavior decreases for punishment and increases for reinforcement).

In ABA, punishment is the same as:

- A. Negative Reinforcement
- B. A behavior decreasing in the future after stimuli was contingently added/removed
- C. Both A and B
- D. Physical abuse

Answer: B. Negative reinforcement increases behavior, and punishment decreases a behavior. Physical abuse is unethical and there are strict procedures and safeguards to consider if any physical (i.e. restraint) procedures are to be used for client safety/safety of others.

Timeout is a _____ punishment procedure, and we must remember that the time-in environment must be _____.

- A. Negative, punishing
- B. Positive, reinforcing
- C. Negative, reinforcing
- D. Positive, punishing

Answer: C. Since timeout removes positive reinforcement from the client (like timeout from playing a game), the direction of the stimulus is “removed” so it’s negative, and for it to be punishing and the behavior to decrease, what is being removed MUST be positively reinforcing (the client must be reinforced by that game).

Exam Review

Part 1) Match the terms to the correct definitions:

1. _____ **Negative Reinforcement** A. After previously provided reinforcement is withheld after a behavior, that behavior increases first
2. _____ **Differential Reinforcement of Alternative Behavior (DRA)** B. A consequent event involving the addition of a stimulus contingent on behavior and future increase in behavior
3. _____ **Differential Reinforcement of Incompatible Behavior (DRI)** C. increases the value of the reinforcer and usually arises from states of deprivation or aversion
4. _____ **Response Blocking** D. the target behavior is placed on extinction while a more functional replacement behavior is reinforced
5. _____ **Abolishing Operation** E. the target behavior is reinforced to occur at lower and lower rates, but not to be eliminated
6. _____ **Differential Reinforcement of Low Rates of Behavior (DRL)** F. A consequent event involving the addition of a stimulus contingent on behavior and a future decrease in behavior
7. _____ **Positive Punishment** G. A consequent event involving the removal of a stimulus contingent on behavior and a future decrease in behavior
8. _____ **Differential Reinforcement of High Rates of Behavior (DRH)** H. An aversive stimulus is postponed or removed contingent on a behavior, then that behavior increases
9. _____ **Differential Reinforcement** I. the target behavior is placed on extinction while a physically incompatible behavior is reinforced
10. _____ **Extinction** J. A positive punishment procedure that involves physically stopping a response from occurring
11. _____ **Differential Reinforcement of Diminishing Rates of Behavior (DRD)** K. the target behavior is reinforced to occur at lower and lower rates until it’s altogether eliminated
12. _____ **Response Cost** L. specific amount of reinforcers are taken away contingent on behavior, future behavior decreases
13. _____ **Overcorrection** M. contingent on a behavior, effortful related behavior is required, future behavior decreases

14. _____ **Negative Punishment** N. decreases
the value of the reinforcer and usually arises from states of satiation
15. _____ **Establishing Operation** O. the target behavior
is reinforced to occur at higher and higher rates, must already be in client's repertoire
16. _____ **Positive Reinforcement** P. a procedure where
you reinforce the behavior you want and put other behavior on extinction
17. _____ **Extinction Burst** Q. reinforcement that
was given previously for a behavior is stopped, the goal is to stop that behavior

Part 2) Fill in the blanks:

It's important to find out what is reinforcing a problem behavior because then we can put that behavior on _____ and reinforce a _____ behavior.

You should never use extinction in _____.

If you want to eliminate a behavior but have to systematically decrease it first, you should use a Differential Reinforcement of _____ procedure.

You should use a DRL (lower rates) procedure if you don't want to completely _____ the target behavior.

Differential reinforcement helps make a reinforcer more effective (you choose the rule for what gets reinforced and what doesn't). This element of reinforcement effectiveness is known as the _____.

If you want to make a reinforcer more effective to use in a particular moment you should focus on the ethical use of the _____ operation. This way the client will be in more of a state of _____.

Two types of negative punishment are _____ and _____.

Part 3) Select the best answer for the multiple choice questions below:

1. Marta was trying to sleep when she heard her husband snoring. She put a pillow under her husband's head and the snoring stopped. Anytime he snored in the future she put a pillow under his head. Which procedure is described in this example?
 - A. Negative punishment
 - B. Negative reinforcement
 - C. Positive punishment
 - D. Positive reinforcement

2. It was time to get their child to brush their teeth at night, and he kept refusing. At bedtime, the family tried to take away his favorite stuffed animal that he keeps with himself all day, and he still refused. The next day they decided to hold the stuffed animal for an hour before bedtime, and the child finally brushed his teeth, received the stuffed animal, and then brushed his teeth the next time asked. What changed and made the reinforcer more effective than before?
 - A. The contingency
 - B. The size of the reinforcer
 - C. The motivating operation
 - D. The immediacy of the reinforcer

3. Brenda was used to getting to go outside when she yelled “outside!!” at the beginning of class work. Mrs. Rodriguez wanted to change things up where Brenda had to complete a certain amount of work before she earned going outside. Mrs. Rodriguez handed out a worksheet and with it told Brenda, “worksheet first, then outside”. With the first couple attempts after Brenda yelled “outside!!”, Mrs. Rodriguez pointed to Brenda’s work and repeated herself, “worksheet first, then outside”. At first, Brenda thought she would keep trying to say outside until she got what she was used to getting. She kept saying it louder and louder. Mrs. Rodriguez thought this was a good idea but isn’t sure anymore. The behavior therapist shows her how to prompt Brenda to complete 1 problem, and then immediately takes her outside. What is happening to Brenda’s behavior?
 - A. She is being too punished for yelling “outside!”.
 - B. She is going through an extinction burst.
 - C. Mrs. Rodriguez is reinforcing Brenda’s yelling, which is why it’s increasing.
 - D. Not enough information

4. In the previous example, which differential reinforcement procedure is attempting to be used?
 - A. DRI, because she is being reinforced to complete her worksheet and not reinforced when she yells
 - B. DRA, because she is being reinforced to complete her worksheet and not reinforced when she yells
 - C. DRI, because she is being reinforced to yell “outside!” and not reinforced to complete her worksheet
 - D. DRA, because she is being reinforced to yell “outside!” and not reinforced to complete her worksheet

Part 1 answers: H, D, I, J, N, E, F, O, P, Q, K, L, M, G, C, B, A

Part 2 answers: extinction, replacement/functional/appropriate, isolation, diminishing rates, eliminate, contingency, establishing, deprivation, response cost, timeout

Part 3 answers:

1. B. A) husband snoring B) puts pillow under head C) snoring stops; behavior increases in the future. A stimulus (snoring) is removed (negative direction) and Marta experiences relief, and her behavior increases in the future under similar conditions. This meets the definition of negative reinforcement.
2. C. The family used the establishing operation to make the reinforcer (stuffed animal) more valuable for the child to get. Once the child was more deprived of that reinforcer, it made it more effective to increase his teeth brushing behavior in the future.
3. B. Brenda's previously reinforced behavior of yelling "outside" is put on extinction because the behavior is no longer resulting in reinforcement. Brenda's behavior is intensifying at the moment before she learns the new contingency. To make this extinction burst less intense, it's important for Mrs. Rodriguez to do all she can to teach Brenda how to still be able to go outside (finish worksheet) so that Brenda can still access reinforcement.
4. B. This is reinforcing an alternative behavior because while completing a worksheet is more acceptable than yelling, Brenda could still choose to physically yell and complete her worksheet at the same time, which is why it is NOT DRI.