

Teaching New Behaviors

Two methods of teaching are _____ trial training and natural _____ training. Discrete trial involves mass trials in a _____ environment. Natural environment training is also called incidental teaching, which embeds learning opportunities in ongoing everyday activities, focusing on a child's _____ and initiations.

A prompt is a teaching strategy that is also an _____ intervention, that hints a person to perform a _____ behavior.

To use a prompt, present the antecedent stimulus, prompt the _____ behavior, then reinforce the correct behavior. A stimulus prompt acts on the _____ stimuli and is embedded in teaching _____. Response prompts act on the _____ itself, such as a verbal prompt, showing the person what to do through _____, or providing physical guidance to make a motor response.

Interactive Questions

Which teaching method relies on the natural environment?

- A) Discrete trial training
- B) Prompting
- C) Graduated Guidance
- D) Incidental Teaching

Answer: D. Incidental teaching, or natural environment training, relies on the client's natural environment and their interests and initiations to make learning more fun and natural!

What does a discrete trial training session look like?

- A) Could be out on the playground with a child and his friends
- B) At a desk to focus on controlling the trials and minimizing external variables
- C) Could be during a client's math class during group work
- D) Might be in the client's living room when they are working on sharing with their siblings

Answer: B. DTT takes place in a controlled environment, usually at a table, to maximize the amount of learning trials that can be conducted.

The following is an example of what? A client needs to turn off the sink when they are doing washing their hands. Once she washes all of the soap off, the teacher's assistant says, "what should you do to finish?"

- A) Response prompt

- B) Reinforcement
- C) Discrete Trial
- D) Stimulus prompt

Answer: A. A response prompt acts directly on the target behavior versus the antecedent stimulus. The teacher's hint did not direct the client's attention to the discriminative stimulus, it only affected the behavior.

Most to least prompting is usually chosen for _____ learners. It reduces _____ and is more efficient in completing _____. It however can be difficult to _____ and can increase prompt dependence. Also, some children find touch to be _____.

Least to most prompting gives students more of an opportunity to be _____ and prevents prompt _____. A con is that it can lead to _____.

Most to least prompting sometimes incorporates errorless learning: a teaching method that minimizes or prevents learners from making _____. Prompts are removed at a _____ pace to prevent errors. Research shows that when a person makes errors, they are likely to make _____ errors. This can be time consuming and require a lot of effort.

Prompt delay is having a _____ amount of time after the SD is given before issuing the _____ intrusive prompt. It gives a learner an opportunity to respond _____ the prompt is given.

Response prompt fading means once a desired behavior is established, _____ reduce the amount of prompts given. Decrease the level of intrusiveness of prompts to foster more _____ in responding. Stimulus prompt fading is the gradual removal of prompts. Do not use prompts to correct _____. End the trial and _____ again.

Interactive Questions

Which of the following prompt fading approaches prevent prompt dependence?

- A) Errorless learning
- B) Most to Least
- C) Least to Most
- D) Graduated Guidance

Answer: C. Least to most starts with the least intrusive prompt to facilitate maximum independence, and the least prompt dependence.

Which of the following prompting fading methods incorporates errorless learning?

- A) Least to most
- B) Most to least
- C) Prompt Delay
- D) Graduated Guidance

Answer: B. Errorless learning involves presenting the most intrusive prompt and the SD at the same time, to make it extremely difficult for a client to make an error. An example could be using errorless learning to teach site words during discrete trial. When presenting the SD of the written word “ball” on an index card, at the same time you would give a direct verbal prompt to the client of “say ball”.

What should you NOT do during prompting?

- A) Provide the prompt before the behavior
- B) Provide the prompt after an error
- C) Provide reinforcement for correct responses
- D) Touch the client to prompt them

Answer: B. A prompt is given before the response, reinforcement is given for correct responses to create stimulus control, and sometimes for motor responses clients require hand over hand prompting. The one thing you shouldn't do is prompt after an error, because then the prompt would likely not be paired with the discriminative stimulus, and it would actually be a consequent event. Prompts are antecedent events.

Error correction procedures can be used in response to the client making mistakes. Shaping a behavior means _____ reinforcing successive approximations toward a terminal behavior. You gradually increase the _____ for reinforcements to be closer to the target response. First reinforce _____ response, then a response that more closely _____ the desired behavior, and finally only reinforce the _____ behavior. Baby steps to the goal!

Differential reinforcement only reinforces the appropriate response and puts all other responses on _____. Extinction means withholding reinforcement for a _____ reinforced behavior.

Discrimination training reinforces a response in the _____ of one stimulus and extinguishing it in the presence of another stimulus. Helps establish stimulus _____. Use non examples!

Stimulus generalization is when a response occurs in the presence of a _____ stimulus that has similar characteristics to the _____ stimulus. Overgeneralization requires _____ training.

Interactive Questions

Which of the following best describes shaping a behavior?

- A) Giving a hint to make sure the client behaves correctly
- B) Withhold reinforcement for a previously reinforced response
- C) Reinforce closer and closer versions of the target response
- D) Responding correctly to an untrained stimulus with similar characteristics to previous learned SD's

Answer: C. A is prompting, B is extinction, D is stimulus generalization. Shaping is requiring more and more of a client to “get it right” and perform the target response, and providing reinforcement contingently for better versions of the behavior.

Differential reinforcement involves reinforcement and _____.

- a) Physical prompting
- b) Stimulus generalization
- c) Extinction
- d) Graduated Guidance

Answer: C. Differential Reinforcement involves reinforcing the behavior you want to see, and not reinforcing other problem behavior that previously was reinforced (extinction).

Which helps establish stimulus control?

- A) Stimulus generalization
- B) Prompting
- C) Instructions
- D) Discrimination training

Answer: D. Discrimination training involves teaching a client to do a response after 1 stimulus and not another. Stimulus control is a broader term that involves a spectrum of the degree to which a certain behavior will occur in its presence and will not occur in its absence.

Discrimination training takes place to make stimulus control over a behavior TIGHTER.

Stimulus generalization would mean stimulus control is LOOSER.

Larger behaviors with more than 1 step need to be broken down into _____ for teaching. A behavior analyst will create a task _____ and a chaining procedure. A task analysis is a method of _____ used to break down complex tasks into a _____ of smaller steps. You can watch someone competently performing it and _____ it down, ask someone what steps are involved while it's being performed, and perform it yourself and document the steps.

Chaining is a method of teaching behavior using behavior _____. A behavior chain is a sequence of individual behaviors that when linked together, form a _____ behavior. Completing a task analysis is the _____ step when teaching a behavior involving chaining.

Forward chaining involves teaching the _____ step in a chain until mastery before moving to the next step. All remaining steps are _____. Backward chaining involves teaching the last step of the chain until mastery before moving _____ in the chain. All remaining steps are prompted. _____ task chaining involves teaching all steps at once and prompting when needed.

Forward chaining is recommended if the child can _____ complete more steps at the start of the chain and has the advantage of behavioral _____ since the first step is usually the easiest. Backward chaining is recommended if a child can successfully complete more steps at the _____ of a chain and has the advantage of creating a link between the most work and the _____ reinforcer. Total task chaining is what most parents and _____ naturally use to teach a skill. It's _____ commonly used in ABA with children with autism.

Interactive Questions

To teach new behaviors that involve more than 1 step you have to select a _____ procedure and create a _____ of the steps.

- A) Linking, chain
- B) Task analysis, chaining
- C) Chaining, task analysis
- D) B and C

Answer: C. Teaching a complex behavior requires a chaining method to help the client link the parts of the behavior chain together, but you have to have a task analysis (list of steps of behavior) in order to conduct the chaining procedure.

What is the first step to teaching a complex behavior?

- A) Select a chaining method
- B) Choose how you will reinforce
- C) Make a task analysis
- D) Select a prompt to use

Answer C. The very first step to teaching a complex behavior is to know what it is you are going to teach! You will know what you will teach after you perform a task analysis of the component skills (list of steps)

Which chaining procedure allows the client to access the reinforcer most quickly?

- A) Total task chaining
- B) Task analysis
- C) Forward Chaining
- D) Backward Chaining

Answer: D. Backwards chaining involves teaching the last step first, so that the child can access the reinforcer for finishing the chain more quickly. If forward chaining was used, the client would perform tasks at the beginning of the task and have to wait for it to be completed before accessing the reinforcer. You aren't going to get reinforced for washing your hands until your hands are clean. The last step of "washing your hands" chain is drying them, and the first step is turning the faucet on. Backwards chaining would have the client drying hands first because the reinforcer comes right after!

Imitation is known as _____ behavior. It's when someone models a behavior and the learner repeats the behavior in a way that looks or sounds the same. It can be done for _____ or motor movements.

Modeling is when adults or peers provide a _____ of the target behavior and the student is expected to _____. Imitation skills are a prerequisite to _____ interventions. Modeling is usually combined with other _____.

_____ has occurred when the individual consistently makes the response in the presence of a specific discriminative stimulus. This is called stimulus _____. The goal is for the child to _____ respond to a discriminative stimulus without any prompt.

Generalization refers to when an individual is able to transfer skills learned in one setting or situation to _____ setting or situation. Also referred to as the _____ of teaching beyond what was directly done. Generalization can occur across people, _____, and across behaviors. It's the goal of behavior change. We want our client's to be able to use their skills _____ with everyone. Generalization is the opposite of _____.

Discrimination occurs when there is _____ control and behavior occurs in the presence of less stimuli. Generalization occurs when you teach a behavior in the presence of _____ stimuli.

To program for generalization, choose behaviors that are functional, teach with _____ people, and use multiple instructions, train sufficient _____. A functional behavior is socially _____. That the client will use a lot. Our goal is personal _____. Having multiple therapists and available school staff involved in programs is always _____.

We cannot consider a skill mastered if the client will only respond to instructions when they are stated in a _____ way. If needed, start with one instruction, but then build from there with variations.

Teaching multiple exemplars means you teach across people, _____, behaviors, objects, or other dimensions. Learning happens _____ the time so it is important to involve stakeholders in the programs since client spend _____ time out of therapy than in.

Interactive Questions

What is an example of mimetic behavior?

- a) A: "put your hands on your head" B: puts hands on hips C: "try again"
- b) A: "write your name" B: writes name C: "great job"
- c) A: "pick the dog" B: selects picture of dog C: "yes! That's a dog!"
- d) A: "Hello dear" B: "Hello dear" C: gets piece of goldfish

Answer: D. Mimetic behavior is "copying" or imitating behavior of a motor or vocal response, and the antecedent is modeling behavior. The only behavior that copied the discriminative stimulus (model) was D. The behavior was reinforced because the behavior looked or sounded like the model.

A client needs to be able to imitate when a _____ intervention is being used.

- A) Modeling
- B) Chaining
- C) Prompting
- D) Mimetic

Answer: C. We cannot expect a client to succeed when a modeling antecedent is presented if they are unable to copy/imitate/engage in a mimetic behavior. Teaching imitation skills would be the first step to using a modeling intervention.

A client is learning to imitate the model of touching your nose. When the antecedent is shown (A) therapist touches nose and says “do this”, the client won’t move. What should be the 1st option for getting the client to learn to imitate?

- A) Give stronger reinforcement
- B) Prompt his hand to touch his nose
- C) Get a model that he likes
- D) Repeat the SD in many trials until he picks up on it

Answer: B. teaching new skills usually requires some sort of prompt to direct the learner to know what to do. Prompting would be the best option instead of leaving the client guessing with knowing what “do this” means. Differential reinforcement would then be provided (reinforcement for copying and no reinforcement for not copying) but the prompt would come first

Practice Exam

Part 1) Match the terms with their correct definition.

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| 1. _____ mimetic | A. client performs start of change and is prompted to finish |
| 2. _____ total task chaining | B. learning environment is based on client interests and initiations |
| 3. _____ response prompt | C. A step of a complex behavior |
| 4. _____ differential reinforcement | D. reinforcement is given for wanted response and stopped for others |
| 5. _____ discrimination training | E. a prompt that evokes mimetic behavior |
| 6. _____ imitation | F. client responds to new stimuli that look like other learned stimuli |
| 7. _____ forward chaining | G. closer and closer forms of the target behavior are reinforced |
| 8. _____ behavior link | H. A prompt that acts on the natural cue |

9. _____ **modeling** I. method of teaching complex behavior by connecting steps together so client can eventually perform all of them independently
10. _____ **task analysis** J. prompt is initially presented with the Sd to almost always evoke correct response.
11. _____ **behavior chain** K. mass trials conducted in controlled setting to learn new skills
12. _____ **backward chaining** L. mimetic behavior that follows a model Sd
13. _____ **natural environment training** M. an imitated behavior that follows a model Sd
14. _____ **discrete trial training** N. a prompt that acts directly on the target behavior
15. _____ **stimulus prompt** O. learning in the natural environment
16. _____ **incidental learning** P. client learns correct responding in presence of 1 stimulus and not the other
17. _____ **errorless learning** Q. client learns last step of behavior chain first to gain quick access to the reinforcer
18. _____ **stimulus generalization** R. client observes all links of chain at once and attempts all of it, getting prompts along the way when necessary
19. _____ **shaping** S. a list of links in specific sequence used to teach complex target behavior
20. _____ **chaining** T. A complex target response that has more than 1 step

Part 2) Fill in the blank:

When a client is not performing a skill at top performance, to differentially reinforce a better version of the skill we can use _____.

When a target behavior has many steps, you should create a _____, and then select a _____ method.

A model is a prompt used to evoke _____ or imitative behavior.

A chaining method that takes advantage of behavioral momentum is _____ chaining, which relies on the _____ operation.

If I want to give a hint to help the client attend to the SD, I would give a _____ prompt.

When a client responds to a new stimulus in the same way they responded to a learned stimulus, it's called stimulus _____.

It may be necessary to conduct _____ training if a client is overgeneralizing stimuli.

Part 3) Select the best answer to the multiple choice questions below.

1. Donna decided to use a shaping procedure to teach raising hands in class. The client could already imitate, so she used a modeling prompt. In trial 1, the client left her elbow on the desk and put her hand in the air. Donna reinforced this performance. On trial 2, Donna gave a partial physical prompt and moved the client's elbow up into the air. The client was reinforced. Finally on trial 3, the client went back and left her elbow on the desk. The client was reinforced. What was the error in this shaping procedure?
 - A) None
 - B) Differential reinforcement was applied well
 - C) The first response was provided with reinforcement
 - D) She forgot to put old versions of the behavior on extinction

2. The following example is employing which chaining method? Jeremy was learning to ride a bike and was feeling very frustrated. The task analysis was 1) put 1 leg over bike 2) sit on bike 3) keep 1 leg on ground and pedal with other 4) pedal with both feet. Jeremy's mom wanted him to see how fun it was to pedal the bike and ride down the driveway, so she helped him with every step up until the last one, and just kept her hand on the handle saying "woah you are going so fast great pedaling!".
 - A) Total task chaining
 - B) Forward chaining
 - C) Backward chaining
 - D) This isn't chaining

3. What strategy/ies could be used if a client is repeatedly poorly performing one link in the behavior chain?
 - A) Prompting
 - B) Shaping
 - C) A and B
 - D) Punishment for incorrect responding

Part 1) Answers: M, R, N, D, P, L, A, C, E, S, T, Q, B, K, H, O, J, F, G, I

Part 2) Answers: shaping, task analysis, chaining, mimetic, forward, abolishing, stimulus, generalization, discrimination

Part 3) Answers:

1. Answer: D. Shaping requires the use of differential reinforcement so the client knows that once they improved their response, they are not going to get reinforcement if they go back to poor responses. Donna was supposed to give reinforcement for the first response, because that is our starting point. Once the client learned to put her elbow off her desk, she should no longer get reinforcement for keeping her elbow on her desk. The requirements for reinforcement must get closer and closer to the target response.

2. Answer: C. Backward chaining is when the client is prompted from the start all the way to the end of the task analysis and is left to do the last step independently (as possible) and gains quick access to the reinforcer. Jeremy's mom prompted him all the way through the steps until she let him do the last step on his own, as appropriate to avoid injury.
3. Answer: C. If a client is not understanding a skill, you should employ the correct prompts (stimulus if the client isn't recognizing the SD and response if the client is physically performing poorly or a combination) and provide differential reinforcement as the client gets better and better at performing the link (poor past performances get placed on extinction).