# Chapter 1 Test Item File

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## Applied Behavior Analysis for Teachers

Tenth Edition

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### Chapter 1: Roots of Applied Behavior Analysis

#### Chapter 1 Learning Outcome Quizzes

**Learning Outcome 1.1:** Describe the limitations and potential usefulness of biophysical and biochemical explanations.

**[Q1]**

Which of the following is an example of a biophysical explanation of behavior?

1. Christopher engages in problem behavior due to a history of reinforcement.
2. Christopher engages in problem behavior because he lacks intrinsic motivation to work.
3. Christopher engages in problem behavior because he has failed to progress past the oral stage.
4. Christopher engages in problem behavior because of his genetic condition. [correct]

**[Feedback for Answer Choice 1]**

This explanation is aligned with a behavior analytic view.

**[Feedback for Answer Choice 2]**

This explanation is aligned with a cognitive view.

**[Feedback for Answer Choice 3]**

This explanation is aligned with a psychoanalytic view.

**[Feedback for Correct Answer 4]**

This explanation suggests that an individual’s genes will largely dictate how their behavior is expressed, consistent with a biophysical view.

**[Q2]**

Which of the following is an example of a biochemical explanation of behavior?

1. Riley’s learning challenges are due to her diagnosis.
2. Riley’s learning challenges are due to low levels of dopamine in her brain. [correct]
3. Riley’s parents had challenges learning, so it is hereditary.
4. Riley’s learning challenges are due to immature thought patterns.

**[Feedback for Answer Choice 1]**

This explanation is aligned with the biophysical view.

**[Feedback for Correct Answer 2]**

This explanation suggests that Riley’s brain functioning accounts for her behavior, consistent with the biochemical view.

**[Feedback for Answer Choice 3]**

This explanation is aligned with the biophysical view.

**[Feedback for Answer Choice 4]**

This explanation is aligned with the developmental view.

**[Q3]**

Which of the following is a strength of the biophysical and biochemical views of behavior?

1. Knowing an individual’s diagnosis will help predict their behavior.
2. Using genetics to explain behavior is parsimonious.
3. Certain genetic and psychological conditions can be tested. [correct]
4. Understanding the role of the brain in controlling behavior leads to immediate solutions for students.

**[Feedback for Answer Choice 1]**

One’s diagnosis cannot accurately predict future behavior.

**[Feedback for Answer Choice 2]**

One’s genes cannot accurately predict future behavior.

**[Feedback for Correct Answer 3]**

This is a strength of this view, as this allows for verification of particular disorders and conditions. However, verifying their presence does not suggest they can accurately predict behavior.

**[Feedback for Answer Choice 4]**

Teachers cannot manipulate or change student brains directly.

**[Q4]**

Dr. Shallowford is a school psychologist conducting an assessment with a new student, Reggie. Dr. Shallowford gets a family history from Reggie’s parents and reads a psychological evaluation completed several years ago for Reggie. When Dr. Shallowford reads the report, he notes that Reggie was identified as at-risk for developing autism spectrum disorder. When observing Reggie, he notes that Reggie engages in frequent lining of objects and repetitive hand movements. Dr. Shallowford concludes that these behaviors must be due to differences in Reggie’s serotonin and dopamine levels, related to autism. Dr. Shallowford is aligned with which view of behavior?

1. Biochemical [correct]
2. Biophysical
3. Genetic
4. Hereditary

**[Feedback for Correct Answer 1]**

Dr. Shallowford is assuming that brain chemistry is influencing the occurrence of Reggie’s behavior, consistent with a biochemical view.

**[Feedback for Answer Choice 2]**

This example does not specifically feature genetic or hereditary factors, more consistent with the biophysical view.

**[Feedback for Answer Choice 3]**

This example does not specifically include a relationship between genes and behavior.

**[Feedback for Answer Choice 4]**

This example does not specifically mention the heritability of Reggie’s behaviors, nor his diagnosis.

**Learning Outcome 1.2:** State what can be learned from developmental explanations.

**[Q1]**

Which of the following is an example of a psychoanalytic explanation of behavior?

1. George engages in problem behavior because of his inherited condition.
2. George engages in problem behavior because he has fixated on a particular stage. [correct]
3. George engages in problem behavior because he has failed to demonstrate concrete operations.
4. George engages in problem behavior because of a faulty thought pattern.

**[Feedback for Answer Choice 1]**

This explanation is aligned with a biophysical view.

**[Feedback for Correct Answer 2]**

This explanation suggests that failure to progress beyond a particular stage accounts for the observed behaviors, as theorized by Freud.

**[Feedback for Answer Choice 3]**

This explanation is aligned with the developmental view, theorized by Piaget.

**[Feedback for Answer Choice 4]**

This explanation is aligned with a cognitive view.

**[Q2]**

Which of the following is an example of a developmental explanation of behavior?

1. Kathryn’s learning challenges are due to oral regression.
2. Kathryn’s learning challenges are due to insufficient reinforcement.
3. Kathryn’s learning challenges are due to failure to construct meaning.
4. Kathryn’s learning challenges are due to failure to achieve critical milestones. [correct]

**[Feedback for Answer Choice 1]**

This explanation is aligned with the psychoanalytic view.

**[Feedback for Answer Choice 2]**

This explanation is aligned with the behavior analytic view.

**[Feedback for Answer Choice 3]**

This explanation is aligned with the cognitive view.

**[Feedback for Correct Answer 4]**

This explanation suggests that Kathryn’s challenges learning are due to poor progress through Piaget’s stages, consistent with the developmental view.

**[Q3]**

Which of the following is a strength of the developmental view of behavior?

1. Developmental theories can help teachers develop intervention plans for students.
2. Developmental theories can be easily tested.
3. Developmental theories span a wide range of issues related to human development. [correct]
4. Developmental theories are very simple and directly account for behavior.

**[Feedback for Answer Choice 1]**

Developmental theories do not include clear avenues for intervention that can be applied by teachers.

**[Feedback for Answer Choice 2]**

Developmental theories cannot be easily verified.

**[Feedback for Correct Answer 3]**

Developmental theories have been applied to explain a wide range of human behaviors, most positive and negative.

**[Feedback for Answer Choice 4]**

Developmental theories explain behavior challenges on the basis of the presence or absence of other behaviors, which suggests the progression or lack of through particular phases/stages. This is not parsimonious.

**[Q4]**

Dr. Shallowford is assessing a student that presents with significant developmental delays. He notes that despite being 9 years of age, the student is demonstrating skills in the early pre-operational stage. Dr. Shallowford recommends that the education team focus on the tasks included in the test, so that in the future the student will pass into the concrete operations stage. This will show the student has caught up developmentally. What is the problem with this recommendation from an educational standpoint?

1. Fails to teach socially significant behaviors. [correct]
2. Fails to consider genetic conditions.
3. Fails to address oral regression.
4. Fails to address issues of brain chemistry.

**[Feedback for Correct Answer 1]**

This plan will have the team “teach to the test” so that the student appears to progress to a later developmental stage, but does not actually address behaviors that are meaningful for the student.

**[Feedback for Answer Choice 2]**

This plan does not address genetic conditions, but these do not carry strong predictive value for the purposes of education.

**[Feedback for Answer Choice 3]**

This plan does not address oral regression, but this conceptualization of behavior does not carry strong predictive value for the purposes of education.

**[Feedback for Answer Choice 4]**

This plan does not address brain chemistry, but brain chemistry is outside the range of issues a teacher would address for the purposes of education.

**Learning Outcome 1.3:** Explain the limitations of cognitive explanations of behavior.

**[Q1]**

Which of the following is an example of a cognitive view of behavior?

1. Ann engages in off-task behavior due to setting events influencing motivation to escape tasks.
2. Ann engages in off-task behavior due to regression to the anal stage.
3. Ann engages in off-task behavior due to lack of intrinsic motivation to understand the topic. [correct]
4. Ann engages in off-task behavior due to imbalanced neurotransmitters influencing brain chemistry.

**[Feedback for Answer Choice 1]**

This explanation is aligned with a behavior analytic view.

**[Feedback for Answer Choice 2]**

This explanation is aligned with a psychoanalytic view.

**[Feedback for Correct Answer 3]**

This explanation suggests that intrinsic motivation, unique to the student and found internally, is the source of the problem. This is consistent with a cognitive view.

**[Feedback for Answer Choice 4]**

This explanation is aligned with the biochemical view.

**[Q2]**

Which of the following is an example of a cognitive view of behavior?

1. Jonathan is struggling in math class because he has not progressed to the pre-operations stage.
2. Jonathan is struggling in math because he is not recognizing patterns and applying them to the activity. [correct]
3. Jonathan is struggling in math because his parents both struggled with math.
4. Jonathan is struggling in math because the operation symbols are not discriminative stimuli.

**[Feedback for Answer Choice 1]**

This explanation is aligned with the developmental view.

**[Feedback for Correct Answer 2]**

This explanation suggests that Jonathan is not engaging in mental operations that should lead to deep understanding of math, consistent with the cognitive view.

**[Feedback for Answer Choice 3]**

This explanation is consistent with the biophysical view.

**[Feedback for Answer Choice 4]**

This explanation is aligned with a behavior analytic view.

**[Q3]**

Which of the following is a strength of the cognitive view of behavior?

1. The cognitive view can be applied to virtually any type of behavior. [correct]
2. The cognitive view relies on easily observable events, making it easily testable.
3. The cognitive view is deeply invested in predicting the outcomes of learning.
4. The cognitive view takes a student-led approach to learning, which is helpful for students with disabilities.

**[Feedback for Correct Answer 1]**

Cognitive explanations of behavior can be used to account for any behavior; however, this does not suggest they can be tested or proven.

**[Feedback for Answer Choice 2]**

Cognitive explanations involve the mental activities of students, making them impossible to directly test.

**[Feedback for Answer Choice 3]**

Cognitive theorists do not value the prediction of student behavior, as each student should create their own learning.

**[Feedback for Answer Choice 4]**

Student-led learning is problematic for learners with disabilities as they often require more support, rather than less, to make meaningful progress.

**[Q4]**

Dr. Shallowford is observing a student, Donald, in his inclusive preschool setting. Donald plays on his own, repetitively lining up blocks then putting them back into containers. Donald engages in tantrums if other students disrupt or touch his blocks. Donald’s teacher is concerned that these behaviors resemble the restricted and rigid interests of a child with autism spectrum disorder. She wants to introduce new activities and teach Donald to engage with them. After he tries the new activity briefly, he can play with his blocks. How would Dr. Shallowford, who takes a cognitive view on education, respond to this suggestion?

1. “Hmmmm, I think this behavior is consistent with being anal-retentive. We should refer him to a specialist.”
2. “Wonderful idea! Let’s gradually increase the time requirement for the new activities to shape the behaviors.”
3. “We should let Donald construct his own educational experience. If he is intrinsically motivated to play with blocks, we should allow him to do so.” [correct]
4. “Well, if Donald has autism spectrum disorder, it is genetic. You and I cannot change his genes, so we should probably consider a more restrictive placement.”

**[Feedback for Answer Choice 1]**

This response is consistent with a psychoanalytic view.

**[Feedback for Answer Choice 2]**

This response is consistent with a behavior analytic view.

**[Feedback for Correct Answer 3]**

This response corresponds with values related to self-directed education with the teacher facilitating the experience indirectly, consistent with a cognitive view.

**[Feedback for Answer Choice 4]**

This response is consistent with a biophysical view.

**Learning Outcome 1.4:** Describe the usefulness of behavioral explanations and define positive reinforcement, negative reinforcement, punishment, extinction, and antecedent control.

**[Q1]**

Which of the following is an example of a behavior analytic explanation of behavior?

1. Emily engages in problem behavior because it is consistent with her diagnosis.
2. Emily engages in problem behavior because of unresolved childhood conflicts, which have led to oral fixation.
3. Emily engages in problem behavior because it has been reinforced with attention. [correct]
4. Emily engages in problem behavior because she has a traumatic brain injury.

**[Feedback for Answer Choice 1]**

This is circular reasoning, and consistent with a biophysical view.

**[Feedback for Answer Choice 2]**

This explanation is consistent with a psychoanalytic view.

**[Feedback for Correct Answer 3]**

This explanation suggests that past instances of positive reinforcement can account for present behavior, consistent with a behavior analytic view.

**[Feedback for Answer Choice 4]**

This explanation is consistent with a biochemical view, indicating the role of brain functioning in controlling behavior.

**[Q2]**

Which of the following is an example of a behavior analytic explanation of behavior?

1. Amelia does not often raise her hand because she has failed to progress to an operations stage.
2. Amelia does not often raise her hand because she is rarely called on, leading to extinction of the behavior. [correct]
3. Amelia does not often raise her hand because she is not intrinsically motivated by this topic.
4. Amelia does not often raise her hand because she has failed to construct meaning in the task.

**[Feedback for Answer Choice 1]**

This explanation is consistent with a developmental view.

**[Feedback for Correct Answer 2]**

This explanation suggests that the lack of reinforcement may account for the lack of behavior, consistent with a behavior analytic view.

**[Feedback for Answer Choice 3]**

This explanation is consistent with a cognitive view, valuing intrinsic motivation.

**[Feedback for Answer Choice 4]**

This explanation is consistent with a cognitive view, valuing internally constructed meaning.

**[Q3]**

Which of the following is true about behavior analysis?

1. Behavior analysis relies on observable, measurable events that are systematically manipulated to produce a predictable outcome, making it both testable and predictable. [correct]
2. Behavior analysis was developed with a set of principles originally demonstrated with animals, making it of little value for understanding human behavior.
3. Behavior analysis relies fundamentally on only a couple of concepts, making it too simple to account for complex human behavior.
4. Behavior analysis relies on in-depth analysis of early life events so that early childhood events can be incorporated to understand present-day concerns.

**[Feedback for Correct Answer 1]**

Behavior analysis relies exclusively on events that can be measured and events that can be manipulated. If the relationship between the event and the target behavior cannot be tested, a behavior analyst would likely not place value in this account and instead work to identify a testable hypothesis.

**[Feedback for Answer Choice 2]**

This is a common objection to behavior analysis, but it is not grounded in fact. Behavior analysis has been applied to address many socially significant human behaviors.

**[Feedback for Answer Choice 3]**

This is a common objection to behavior analysis, but it is not grounded in fact. Behavior analysis has been applied to teach complex skills and even address the behaviors of entire organizations.

**[Feedback for Answer Choice 4]**

Behavior analysis is most focused on events in the present environment.

**[Q4]**

Dr. Shallowford has been referred to assess a student’s anti-social behaviors. During recess, he notices that the student, Erica, will often approach and initiate appropriately with a peer, but the peer does not respond. When the peer does not respond, Erica teases and calls the peer rude names. Which recommendation would Dr. Shallowford, a behavior analyst, be most likely to make to help Erica?

1. Erica should receive medication to correct a neurochemical imbalance, causing her anti-social behavior.
2. Erica should be separated from her peers, as her behavior is attributed to a genetic condition and cannot be changed.
3. Erica should be in therapy to talk about her early childhood experiences, which may have led to regression.
4. Erica’s peers should be coached to provide positive reinforcement following an appropriate initiation. [correct]

**[Feedback for Answer Choice 1]**

This recommendation would be consistent with a biochemical view of behavior.

**[Feedback for Answer Choice 2]**

This recommendation would be consistent with a biophysical view of behavior.

**[Feedback for Answer Choice 3]**

This recommendation would be consistent with a developmental view of behavior.

**[Feedback for Correct Answer 4]**

This recommendation to use reinforcement to increase a positive behavior, which may also lead to a decrease in an undesirable behavior, is consistent with behavior analysis.

**Learning Outcome 1.5:** Describe the origins of a behavioral explanation for behavior.

**[Q1]**

A neutral stimulus is paired with electric shock and the subject’s heart rate goes up. Eventually, only the neutral stimulus is presented and the subject’s heart rate still goes up. What process is this?

1. Operant conditioning
2. Punishment
3. Negative reinforcement
4. Classical conditioning [correct]

**[Feedback for Answer Choice 1]**

In operant conditioning, behavior is modified through the delivery of consequences.

**[Feedback for Answer Choice 2]**

Punishment leads to the decrease of a target behavior.

**[Feedback for Answer Choice 3]**

Negative reinforcement relates to the removal of undesired stimuli to increase a behavior.

**[Feedback for Correct Answer 4]**

The shock is an unconditioned stimulus, and the heart rate increase is an unconditioned response. The neutral stimulus becomes a conditioned stimulus, and the heart rate increase a conditioned response. This is consistent with classical conditioning.

**[Q2]**

Which of the following is an example of respondent behavior?

1. Crying when told “no”
2. Blinking when air is blown into the eye [correct]
3. Taking medicine to alleviate pain
4. Pressing a button when a tone is presented

**[Feedback for Answer Choice 1]**

This pattern of behavior requires learning, suggesting it is an operant behavior.

**[Feedback for Correct Answer 2]**

This is a reflexive or unlearned behavior under control of an antecedent, consistent with respondent behavior.

**[Feedback for Answer Choice 3]**

Taking medicine had to be learned through operant conditioning.

**[Feedback for Answer Choice 4]**

Pressing a button is a learned behavior, taught through operant conditioning.

**[Q3]**

Which of the following is an example of operant conditioning?

1. Pigeons pecking the green key, then food is provided. [correct]
2. Pigeons pecking food when they are hungry.
3. Rats drinking water when thirsty.
4. Rats running in a maze.

**[Feedback for Correct Answer 1]**

In this example, a positive reinforcer is delivered following a behavior, consistent with operant conditioning.

**[Feedback for Answer Choice 2]**

This is an example of operant behavior, but manipulations of the behavior are not included.

**[Feedback for Answer Choice 3]**

This is an example of operant behavior, but manipulations of the behavior are not included.

**[Feedback for Answer Choice 4]**

This is an example of operant behavior, but manipulations of the behavior are not included.

**[Q4]**

Which is consistent with applied behavior analysis?

1. Rejection of all behavior unless it can be seen, to the point of denying the existence of silent thought or emotions.
2. Conditioning initially natural responses to stimuli to come under control of new elicitors.
3. Behaviors that are associated with one context will occur again when the context reoccurs.
4. Applying behavioral principles to treat behaviors of social significance. [correct]

**[Feedback for Answer Choice 1]**

This is consistent with Watson’s behaviorism.

**[Feedback for Answer Choice 2]**

This is consistent with Pavlovian respondent conditioning.

**[Feedback for Answer Choice 3]**

This is consistent with Thorndike’s work on lawful behavior.

**[Feedback for Correct Answer 4]**

Applied behavior analysis has an explicit focus to study behaviors that may make a difference for the person, not behaviors that are easy or interesting to study.

#### Chapter 1 Application Exercises

##### Chapter 1: Roots of Applied Behavior Analysis

**Application Exercise 1.1: Unpacking Piaget’s Phases**

**Learning Outcome 1.2: State what can be learned from developmental explanations.**

**[Q1]**

Use Pearson eText Video Example 1.2 to answer the following question**.** Ms. Wilkins just came back from a conference on developmental approaches to education. She is very excited to start testing her students on some of these tasks to see how they perform. She believes that knowing what stage each child is in may help her plan her educational goals for each student. How would you explain to her the potential problems with this approach to education? Consider verifiability, predictive ability, and parsimony in your answer.

**[Q1 Model Response]**

I would explain that it has actually never been strongly, consistently verified that all children progress through these phases in this exact sequence. I would also suggest that even if a student is in a particular phase, that has very little strength in predicting their future progress. And finally, I would suggest that identifying the child’s developmental phase is not the most direct way to address problematic behaviors that are influencing their access to education.

**[Q2]**

Use Pearson eText Video Example 1.2 to answer the following question**.** Ms. Wilkins just came back from a conference on developmental approaches to education. She is very excited to start teaching her students to respond correctly to some of the tasks related to egocentrism, centration, transformation, and irreversibility. When you ask her why she is planning to do this, what might her explanation be? Consider from the developmental perspective what mastery of these tasks suggests in your answer.

**[Q2 Model Response]**

Ms. Wilkins might say that passing these tasks would suggest her students have learned to think in a more sophisticated manner and that passage of these tests would suggest they are now at a greater developmental level.

**[Q3]**

Use Pearson eText Video Example 1.2 to answer the following question**.** Ms. Wilkins just came back from a conference on developmental approaches to education. She is very excited to start teaching her students to respond correctly to some of the tasks related to egocentrism, centration, transformation, and irreversibility. When you talk to her about how she intends to teach these skills, she mentions that she will present the task, prompt the desired response, and provide a desired item or activity for correct performance. She will take data to closely monitor progress and make changes as needed for the individual student. How might you explain to Ms. Wilkins that she is actually using an applied behavior analysis approach to her teaching? Draw parallels from her procedures to the applied behavior analysis procedures noted in this chapter.

**[Q3 Model Response]**

I would explain to Ms. Wilkins that when she is presenting the task and prompting the response, she is developing antecedent control over a desired behavior. By providing a desired item or activity, she is providing positive reinforcement. Finally, by defining and measuring the target behaviors she is focusing on observable events, which is a foundation of behavior analysis.

**Application Exercise 1.2: Breaking Down the Constructivist Approach**

**Learning Outcome 1.3: Explain the limitations of cognitive explanations of behavior.**

**[Q1]**

Use Pearson eText Video Example 1.3 to answer the following question. Your colleague, Mr. Carson, observed in your classroom this week as part of a peer learning program. Mr. Carson was highly critical of the manner in which you stated clear objectives for each activity, taught to those objectives, and evaluated specific behaviors with respect to those objectives. Knowing Mr. Carson takes a very strong constructivist view on learning, why do you think he disapproves of these aspects of your classroom? Link foundational elements of the constructivist view to your answer.

**[Q1 Model Response]**

Mr. Carson has the view that each student should make their own learning experience. He does not believe that their learning can be evaluated with a measure of observable behavior, as it is their own internal understanding that is changed through education. Mr. Carson does not believe the educator should direct learning explicitly.

**[Q2]**

Use Pearson eText Video Example 1.3 to answer the following question. Your colleague, Mr. Carson, observed in your classroom this week as part of a peer learning program. Mr. Carson was highly critical of the manner in which you use token reinforcement and behavior management systems in your classroom. Knowing Mr. Carson takes a very strong constructivist view on learning, why do you think he disapproves of these aspects of your classroom? Link foundational elements of the constructivist view to your answer.

**[Q2 Model Response]**

Mr. Carson believes that motivation to learn should be internal, not arranged by the teacher. When students are internally motivated, he thinks they will have no reason to engage in problematic behavior.

**[Q3]**

Use Pearson eText Video Example 1.3 to answer the following question. You have the opportunity to observe your colleague, Mr. Carson, in his classroom. You notice that throughout the day students have the opportunities to make many choices and engage in preferred activities. If they are misbehaving, they are asked to step away from the activity until they are calm. When students are engaged appropriately in learning tasks, Mr. Carson provides them positive affirmation and recognition for their efforts. At the end of the observation, you tell Mr. Carson, “Friend, you are a behavior analyst after all!” What elements of Mr. Carson’s classroom align with some of the behavior analytic concepts described in this chapter?

**[Q3 Model Response]**

Mr. Carson is arranging contexts that will be motivating for many students. They have access to reinforcing activities when on task, which is a form of positive reinforcement. When they are off task, they experience a removal of positive reinforcement, which is a form of punishment. When students are on-task, they experience attention and affirmation from the teacher, another form of positive reinforcement.

**Application Exercise 1.3: Applying a Behavior Analytic Approach**

**Learning Outcome 1.4: Describe the usefulness of behavioral explanations and define positive reinforcement, negative reinforcement, punishment, extinction, and antecedent control.**

**[Q1]**

You have a new student in your classroom, Raphael, who has a diagnosis of emotional disturbance, among other challenges. His education records suggest that he has engaged in outbursts of behavior that have put himself and others in danger. What assumptions might an educator with a biophysical or biochemical orientation make about Raphael?

**[Q1 Model Response]**

They might assume that Raphael’s behavior is due to his diagnosis and that these factors are largely predetermined, outside of an educator’s ability to influence.

**[Q2]**

You have a new student in your classroom, Raphael, who has a diagnosis of emotional disturbance, among other challenges. His education records suggest that he has engaged in outbursts of behavior that have put himself and others in danger. You note that in Raphael’s prior classroom that was based on a constructivist approach, he seemed to engage in these behaviors during unstructured activities that Raphael has said are hard for him. His prior teacher would send him out of class to sit with the school psychologist until the activity was over. In the office with the school psychologist, you learn that she and Raphael would talk together during these appointments and she would usually end the conversation with a trip to the snack machine, as he would complain of hunger. Applying a behavior analysis lens, what patterns do you notice about these events and how they may relate to Raphael’s behavior problems? Relate them back to the concepts of positive and negative reinforcement.

**[Q2 Model Response]**

Raphael is accessing negative reinforcement by escaping hard tasks he does not like. Raphael is accessing positive reinforcement by accessing one-on-one attention from the psychologist and a snack from the machine. These events may be increasing the future likelihood of the problem behaviors.

**[Q3]**

You have a new student in your classroom, Raphael, who has a diagnosis of emotional disturbance, among other challenges. His education records suggest that he has engaged in outbursts of behavior that have put himself and others in danger. As he enters your classroom, what will be your task as an educator applying behavior analysis to help Raphael succeed? Focus on the “big picture,” not specific practices.

**[Q3 Model Response]**

My task will be to develop a description of Raphael’s behavior and the environmental events that are influencing his behavior. Once I understand these events, I can change the environment to promote safer behavior.

#### Chapter 1 Test Items

##### True-False Questions

1. Developmental theories verify and prove that inappropriate and maladaptive behavior can be explained by a failure to reach or pass a particular stage.
2. Certain genetic characteristics may increase the probability of certain behavioral characteristics.
3. According to the psychoanalytic theory, most people fixate at a certain stage thus becoming overeaters, smokers, verbally abusive, and/or anal-retentive.
4. Gestalt psychology’s emphasizes humans imposing structure on their environment and seeing relationships rather than individual objects or events as separate entities.
5. John Watson first distinguished operant from respondent conditioning.
6. A parsimonious explanation of behavior includes explanations distant from observed behavior and its relationship to the environment.
7. The Gestalt psychology cognitive explanation for behavior meets the criterion of inclusiveness, predictive utility, and parsimony for explaining behavior.
8. Biophysical explanations of behavior include theories based on genetic or hereditary factors.
9. Freud’s Psychoanalytic Theory provides a strong cognitive explanation of behavior.
10. Developmental theories are difficult to verify and prove that the causes of behavior may be attributed to passage through a certain developmental stage.
11. Gestalt psychology emphasizes that learning is a process of imposing structure on perceived information.
12. Reflexive behaviors that are not under voluntary control are associated with operant conditioning.
13. Behaviors that are voluntary in nature rather than reflexive are usually associated with operant conditioning.
14. *Applied behavior analysis* may be defined as the process of applying behavioral principles to improve behaviors while simultaneously evaluating whether noted changes may be attributed to the application of those principles.

##### Multiple Choice Questions

1. In explaining behavior, a useful theory must be:
	1. inclusive and justifiable
	2. inclusive, verifiable, and justifiable
	3. verifiable, exclusive, and predictable
	4. inclusive, verifiable, have predictive utility, and be parsimonious
2. Information concerning a child's brain damage:
	1. can be useful in the teacher's selection of behavior management techniques
	2. helps teachers determine what a student can achieve
	3. can cause teachers to have low expectations of students and give them excuses not to teach
	4. none of the above
3. A genuine scientific explanation must:
	1. be inclusive of all behaviors
	2. predict one behavior to the exclusion of all other behaviors
	3. a and b
	4. none of the above
4. A relationship among events in which the rate of a behavior’s occurrence increases when an aversive environmental condition is removed is:
	1. differential reinforcement
	2. reinforcement
	3. positive reinforcement
	4. negative reinforcement
5. To the behaviorist, punishment occurs only when:
	1. the preceding behavior decreases
	2. the preceding behavior increases
	3. both a and b
	4. neither a or b
6. The focus of the behavioral approach is:
	1. observing and predicting
	2. facilitating behavior change
	3. recording and verifying aberrant behaviors
	4. all of the above
7. Pairing stimuli so that an unconditioned stimulus elicits a response is known as all the following EXCEPT:
	1. Pavlovian
	2. classical
	3. respondent conditioning
	4. shaping
8. “Jack can’t learn because he has Down syndrome” is an example of what explanation of behavior?
	1. biophysical explanation
	2. developmental explanation
	3. cognitive explanation
	4. behavioral explanation
9. An antecedent stimulus is:
	1. an event occurring before the behavior is performed
	2. an event occurring after the behavior is performed
	3. a and b
	4. none of the above
10. To qualify as a behavior, something must be:
	1. observable
	2. quantifiable
	3. a and b
	4. none of the above
11. Behaviorists are LEAST concerned with the following:
	1. functional relation
	2. observable behaviors
	3. present events
	4. genetic conditions
12. For an explanation of behavior to be “verifiable” it must
	1. account for a substantial quantity of behavior
	2. provide reliable answers about what people are likely to do under certain circumstances
	3. provide the simplest explanation
	4. be testable
13. Operant conditioning deals with  behaviors.
	1. emotional
	2. trained
	3. reflexive
	4. voluntary
14. When a previously reinforced behavior is no longer reinforced and its rate of occurrence decreases, what behavioral principle is being used?
	1. Punishment
	2. Positive Reinforcement
	3. Positive Punishment
	4. Extinction
15. When a student is given a pleasant consequence to a behavior and it results in an increase in the behavior’s rate of occurrence, what behavioral principle is being used?
	1. Negative Reinforcement
	2. Positive Reinforcement
	3. Punishment
	4. Stimulus control
16. An event is described as  if the rate of occurrence of a preceding behavior decreases.
	1. Negative Reinforcement
	2. Positive Reinforcement
	3. Shaping
	4. Punishment
17. What is known as a “demonstration of behavior”?
	1. Modeling
	2. Shaping
	3. Positive Reinforcement
	4. Operant Conditioning
18. The behavior principle that describes a relationship between behavior and an antecedent stimulus rather than behavior and its consequences are known as:
	1. *Stimulus control*
	2. *Respondent conditioning*
	3. The *Law of Effect*
	4. *Principle of Parsimony*
19. For an explanation of behavior to have predictive utility it must:
	1. account for a substantial quantity of behavior
	2. be testable
	3. provide the simplest explanation
	4. provide reliable answers about what people are likely to do under certain circumstances
20. The Law of Effect is associated with what behavioral principle?
	1. Reinforcement
	2. Extinction
	3. Punishment
	4. Antecedent prompting
21. For an explanation of behavior to be parsimonious, it must:
	1. account for a substantial quantity of behavior
	2. be testable
	3. provide the simplest explanation
	4. provide reliable answers about what people are likely to do under certain circumstances
22. Who is associated or responsible for the use of the term “behaviorism?”
	1. Skinner
	2. Watson
	3. Darwin
	4. Pavlov
23.  conditioning deals with behaviors that are voluntary rather than reflexive.
	1. Operant
	2. Respondent
	3. Reflexive
	4. Overactive
24. What is the major purpose of applied behavior analysis?
	1. to provide a process of systematically applying specific principles to facilitate behavior change
	2. to provide a systematic means of determining whether changes in behavior may be attributed to the application of behavioral principles.
	3. none of the above
	4. both a and b
25. John was scheduled to take a spelling test each Friday. His mother told him if he received 90% correct or better for three out of four spelling tests, he would get to buy a new video game. His mother was employing which of the following behavioral techniques?
	1. Punishment
	2. Negative Reinforcement
	3. Shaping
	4. Positive Reinforcement
26. Which of the following is attributed with the Stage Theory of Development?
	1. Jean Piaget
	2. Sigmund Freud
	3. Ivan Pavlov
	4. B. F. Skinner
27. Ms. Sims was having difficulty getting Tia to sit during morning circle. She decided that she would reinforce Tia’s attempts to sit during circle time. She began by reinforcing Tia when she was standing next to her chair, then when she had one knee on her chair. She continued this process until Tia remained seated during morning circle time. Ms. Sims employed which the following behavioral techniques?
	1. modeling
	2. shaping
	3. positive reinforcement
	4. negative reinforcement
28. Operant behaviors are  voluntarily, whereas respondent behaviors are  by stimuli.
	1. elicited, occasioned
	2. emitted, elicited
	3. occasioned, emitted
	4. none of the above
29. Circumstances which temporarily alter the power of a reinforcer are known as .
	1. *models*
	2. *negative reinforcers*
	3. *motivating operations*
	4. *positive reinforcers*
30. Theorists who explain human behavior based on physical influences employ which of the following explanations?
	1. cognitive
	2. biophysical
	3. cognitive
	4. behavioral
31. Which of the following theorists is credited with classical conditioning?
	1. B. F. Skinner
	2. Jean Piaget
	3. Ivan Pavlov
	4. none of the above
32.  is the process of using successive approximations to teach a new behavior or skill.
	1. *Stimulus control*
	2. *Shaping*
	3. *Modeling*
	4. *Generalization*

**Short Answer Questions**

1. What is meant by extinguishing a behavior?
2. What is meant by a functional relation?
3. What is meant by stimulus control?
4. Define and give an example of modeling.

**Essay Questions**

1. As a behaviorist working in a school of teachers who believe very strongly in developmental theory, how would you convince them that a behavioral approach may be more appropriate for some of their students?
2. Based on the criteria set forth by the usefulness explanation of human behavior (inclusiveness, verifiability, predictive utility, and parsimony) compare and contrast behaviorism with one of the following proposed explanations of human behavior: biophysical, developmental, or cognitive.
3. Define and differentiate between positive reinforcement, negative reinforcement, and punishment. Give an example of each.
4. List and discuss the contributions put forth by three behaviorists and explain how their contributions furthered the field of behaviorism.

#### Chapter 1 Test Answer Key

##### ANSWER KEY: True-False

1. False
2. True
3. True
4. True
5. False
6. False
7. False
8. True
9. False
10. True
11. True
12. False
13. True
14. True

##### Multiple Choice

1. D
2. D
3. C
4. D
5. A
6. D
7. D
8. A
9. A
10. C
11. D
12. D
13. D
14. D
15. B
16. D
17. A
18. A
19. D
20. A
21. C
22. B
23. A
24. B
25. D
26. A
27. B
28. B
29. C
30. B
31. C
32. B

##### Short Answer Questions

(Please note that these are just suggestions for key concepts that should be included in the responses.)

1. Extinguishing a behavior means to no longer provide reinforcement for a behavior that previously was reinforced and as a result the rate of the occurrence of the behavior is reduced.
2. A functional relation occurs when an environmental variable has repeatable, verifiable effect upon a target behavior.
3. Stimulus control is the relation between an antecedent and a behavior which causes or occasions a behavior to occur.
4. Modeling is demonstration of a behavior. Example: A teacher walks a student through solving a math problem by completing each step of the problem-solving process while talking through each step.

**Essay Questions**

(Please note that these are just suggestions for key concepts that should be included in the responses.)

1. The developmental theory focuses on where a student may function within a developmental sequence, but does not provide any information for changing the behavior or moving the student through the developmental sequence. However, the behavioral theory focuses on using behavioral principles to change a behavior while establishing a functional relation.
2. See table below.

| **Theoretical Explanation** | **Inclusiveness** | **Verifiability** | **Predictive Utility** | **Parsimony** |
| --- | --- | --- | --- | --- |
| Behavioral | (Fair) Focus on observable and quantifiable behaviors but also have examined more complex behaviors such as verbal language. | (Good) Behaviorist suggests a theory and then attempt to verify the theory through experimental investigation. | (Good) Focus is on behavior change with clear explanation on the process for behavior change. | (Good) Behavior is described in terms of observable, verifiable, and functional relation. |
| Biophysical/Biochemical | (Poor) While some behaviors can be explained through this theoretical explanation, only a small part of human behavior can be explained through this approach. | (Fair) Some explanations verifiable (e.g., Down Syndrome can be verified by examining chromosomes).  | (Poor) Evidence of a biophysical or biochemical disorder does not automatically mean a particular behavior will always be present. | (Poor) Not always parsimonious and may provide teachers with an excuse not to teach. |
| Developmental | (Good) Inclusive and explains human behavior. | (Poor) Although can verify certain behaviors at particular ages, does not prove a causal relationship. | (Fair) While predicting some behaviors, does not predict or explain all behaviors and does not provide information concerning conditions that predict an individual’s behavior in a specific circumstance. | (Poor) Not the most parsimonious explanation. The simplest explanation for an individual’s behavior is not always explained by referring to developmental stages. |
| Cognitive | (Good) Accounts for most of human behavior, including social and intellectual behaviors. | (Poor) All processes take place internally and provide no way to confirm existence. | (Poor) Limited predictive utility. For example, a constructivist viewpoint is that students construct their own learning which does not provide predictive utility for explaining human behavior. | (Poor) Neither intellectual nor social areas are explanations necessary to understanding or predicting behavior. |

1. Positive reinforcement:
	* Definition: A behavior when followed by a consequence increases the likelihood of the rate of occurrence of the behavior.
	* Example: Zoe wants to gain her teacher’s attention. When she raises her hand her teacher walks over to Zoe and begins to engage her in conversation, the attention of the teacher upon Zoe raising her hand increases the likelihood that Zoe will raise her hand again to gain her teacher’s attention.

Negative reinforcement:

* + Definition: A behavior when followed by the removal of an environmental condition or reduced intensity increases the likelihood of the rate of the occurrence of the behavior.
	+ Example: John’s mother is constantly nagging him to complete his homework when he gets home from school. John completes his homework and his mother’s nagging stops increasing in the likelihood that he will complete his homework when he gets home from school.

Punishment:

* + Definition: A behavior when followed by a consequence reduces the likelihood of rate of the occurrence of the behavior
	+ Example: Sara yells out in class. As result of her yelling out during class, she is not allowed to eat lunch with her friends, which results in Sara not yelling out in class.
1. Three behaviorists and their contributions to the field:
	* Ivan Pavlov
		+ Respondent conditioning
	* Edward Thorndike
		+ Associations between situations and responses
		+ The Law of Effect and Exercise
	* John Watson
		+ Coined phrase “behaviorism”
		+ Focused on direct observation
	* B.F. Skinner
		+ Operant conditioning