

*Instructor's Resource Manual and Test Bank
for*

**Applied Behavior Analysis for Teachers
Ninth Edition**

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Preface

The purpose of this instructor's manual is to provide instructor's who are using Alberto and Troutman's *Applied Behavior Analysis for Teachers, 9th Edition* supplementary activities and resources for their lectures and assignments. Each of the chapters in this manual corresponds with the chapters in the text. Each chapter in this manual contains the following:

- **Chapter objectives:** Contains instructional objectives pertaining to the chapter. These objectives may be used in the development of a course syllabus.
- **Chapter summary and outline:** Contains a brief summary of the text chapter and a basic content outline
- **In-class activities:** These are suggested activities to include in class lectures. Corresponding slides and/or materials are also identified for their use in class.
- **Homework assignments:** Each chapter contains suggestions for corresponding homework assignments for students that supplement chapter content and lecture information. These assignments are designed as a supplement to class readings and lectures.
- **Videos, Internet resources, Additional resources:** These are teacher and/or student resources that provide additional information or practice using concepts presented in the text.
- **PowerPoint Slides:** PowerPoint slides are provided that highlight major concepts provided in each chapter.
- **Handouts:** Chapters also contain corresponding handouts that may be used for student homework assignments or review.
- **Test Questions:** Finally, each chapter in this manual concludes with a bank of test questions that may be used for assessing student learning. Corresponding answers for each test may be found at the end of this manual.

Table of Contents

	<u>Page</u>
Chapter 1	1
In class activities.....	2
Homework assignments and Resources	4
Handouts.....	5
Test Questions	7
Chapter 2	13
In class activities	14
Homework assignments and Resources	14
Test Questions	15
Chapter 3	20
In class activities	21
Homework assignments and Resources	22
Handouts	23
Test Questions	24
Chapter 4	29
In class activities	30
Homework assignments and Resources	31
Handouts	33
Test Questions	38
Chapter 5	44
In class activities	45
Homework assignments and Resources	45
Handouts	46
Test Questions	51
Chapter 6	58
In class activities	60
Homework assignments and Resources	61
Handouts	62
Test Questions	64
Chapter 7	71
In class activities	72
Homework assignments and Resources	72
Handouts	74
Test Questions	75
Chapter 8	81
In class activities	82
Homework assignments and Resources	83
Handouts	84
Test Questions	85

Chapter 9	91
In class activities	92
Homework assignments and Resources	93
Test Questions	94
Chapter 10	100
In class activities	102
Homework assignments and Resources	102
Test Questions	104
Chapter 11	110
In class activities	111
Homework assignments and Resources	111
Test Questions	112
Chapter 12	118
In class activities	119
Homework assignments and Resources	119
Test Questions	120
Chapter 13	126
In class activities	127
Homework assignments.....	127
Test Questions	128
Test Key.....	130

Chapter 1

Roots of Applied Behavior Analysis

Chapter Objectives

After reading this chapter, students will have an understanding of:

1. The criteria required for identifying explanations of behavior that are useful and meaningful
2. The historical development of applied behavior analysis
3. The contributions of physicians, psychiatrists, scientists, and psychologists in the study of human behavior
4. The impact different interpretations of human behavior have influenced practitioners and teachers

Chapter Summary and Outline

This chapter discusses the requirements for meaningful and useful explanations of human behavior. It then describes several interpretations of human behavior that have influenced large numbers of practitioners, including teachers. The discussion includes tracing the historical development of a way of understanding and predicting human behavior called applied behavior analysis. The chapter concludes by providing several examples of applied behavior analysis in action.

- I. The Usefulness of Explanations
 - Why are explanations for behavior important?
 - What requirements must be met in order to make an explanation useful?
 - Inclusiveness
 - Verifiability
 - Predictive Utility
 - Parsimony
- II. Biophysical and Biochemical Explanations
 - How have theorists searched for explanations for human behavior within the physical structure of the body?
 - Biophysical Explanations (Genetic and Hereditary Effects)
 - Biochemical Explanations (Brain Damage)
 - Usefulness of Biophysical and Biochemical Explanations
- III. Developmental Explanations
 - What theories attempt to explain behavior based on fixed, innate developmental sequences?
 - Psychoanalytic Theory
 - A Stage Theory of Cognitive Development
 - The Usefulness of Developmental Theories
- IV. Cognitive Explanation
 - What theory attempts to explain behavior based on people's perception of reality?
 - Gestalt Psychology
 - The Usefulness of Cognitive Theory
- V. Behavioral Explanation
 - What principles does the behaviorist apply to explain the development of both typical and atypical human behavior?
 - Positive Reinforcement
 - Negative Reinforcement
 - Punishment
 - Extinction

- Antecedent Control
 - Other Learning Principles
 - The Task of the Behaviorist
 - The Usefulness of the Behavioral Explanation
- VI. Historical Development of Behaviorism
- Where did behaviorism originate?
 - Historical Precedents
 - Psychological Antecedents
 1. Respondent Conditioning
 - Ivan Pavlov
 2. Associationism
 - Edward Thorndike
 3. Behaviorism
 - John Watson
 4. Operant Conditioning
 - B.F. Skinner
- VII. Summary
- VIII. Discussion Questions

In Class Activities

Activity	Resource
Provide an overview of the chapter.	Slide 1.2: Overview of Chapter 1
Define the terms inclusive, verifiable, predictive utility, and parsimony.	Slide 1.3: Usefulness Criteria
Provide an overview of the biophysical explanation of human behavior; introduce dominant and recessive genetic inheritance.	Slide 1.4: Biophysical and Biochemical Explanation of Human Behavior
Describe how dominant genetic traits are passed from parents to their child.	Slide 1.5: Dominant Genetic Inheritance
Describe how recessive genetic traits are passed from parents to their child.	Slide 1.6: Recessive Genetic Inheritance
Provide an overview of biochemical explanation of human behavior.	Slide 1.7: Biophysical and Biochemical Explanation of Human Behavior
Discuss the usefulness of the biophysical and biochemical explanation of human behavior using the criteria inclusiveness, verifiability, predictive utility, and parsimony.	Slide 1.8: Usefulness of Biophysical and Biochemical Explanation of Human Behavior
Introduce the second explanation of human behavior, developmental explanation. Briefly discuss the two developmental theories that address human behavior.	Slide 1.9: Developmental Explanation of Human Behavior
Show video on Sigmund Freud.	<u>Biography-Sigmund Freud (1997)</u> . VHS. A & E Home Video. 58 min.
Describe Jean Piaget's Stage Theory of Cognitive Development. Define assimilation, accommodation, and equilibration.	Slide 1.9: Developmental Explanation of Human Behavior

Activity	Resource
Show video on Jean Piaget.	<u>Piaget's Developmental Theory: An Overview.</u> (1989). VHS. San Luis Obispo, CA: Davidson Films Inc. 25 min.
Compare and contrast the Psychoanalytic Theory and Stage Theory of Cognitive Development.	Slide 1.10: A Comparison of Freudian and Piagetian Theories Handout 1.1: A Comparison of Freudian and Piagetian Theories
Discuss the usefulness of the developmental explanation of human behavior using the criteria of inclusiveness, verifiability, predictive utility, and parsimony.	Slide 1.11: Usefulness of Developmental Explanation of Human Behavior
Define how Gestalt psychology has influenced education. Ask students to summarize what useful information they may gain from cognitive information about their students.	Slide 1.12: Cognitive Explanation of Human Behavior
Discuss the usefulness of the cognitive explanation of human behavior using the criteria of inclusiveness, verifiability, predictive utility, and parsimony.	Slide 1.13: Usefulness of Cognitive Explanation of Human Behavior
Identify the fourth explanation of human behavior, the behavioral explanation. Discuss the focus of a behavioral explanation of human behavior.	Slide 1.14: Behavioral Explanations of Human Behavior:
Discuss and define the following important concepts in the behavioral explanation: positive reinforcement, negative reinforcement, punishment, extinction, antecedent control, stimulus control, setting events, modeling, and shaping.	Slide 1.15 to 1.16: Important Concepts of Behavioral Explanation
Discuss the usefulness of the behavioral explanation of human behavior using the criteria of inclusiveness, verifiability, predictive utility, and parsimony.	Slide 1.17: Usefulness of Behavioral Explanation of Human Behavior
Review the 4 theoretical explanations of human behavior using the criteria of inclusiveness, verifiability, predictive utility, and parsimony.	Slide 1.18: Usefulness of Explanations of Human Behavior Handout 1.2: Usefulness of Explanations of Human Behavior
Discuss the historical development of behaviorism from respondent conditioning through to operant conditioning.	Slide 1.19 to 1.20: Historical Development of Behaviorism
Show videos of B.F. Skinner	<ul style="list-style-type: none"> • <u>B.F.Skinner: A Fresh Appraisal.</u> (1999). VHS. San Luis Obispo, CA: Davidson Films Inc. 40 min. • <u>His Own Best Subject: A Visit to B.F. Skinner's Basement.</u> VHS. San Luis Obispo, CA: Davidson Films Inc. 20 min.
Define the term applied behavior analysis.	Slide 1.21: Applied Behavior Analysis
Discuss the 7 characteristics of research that is classified as applied behavior analysis by Baer, Wolf, & Risely (1968).	Slide 1.22: 7 Characteristics of Research to Qualify as Applied Behavior Analysis

Homework Assignments

- Have students observe a young child and identify the developmental stage at which the observed child is functioning according to Freud and Piaget
- Write a 1-2 paragraph example and explanation of the following sentence: “Learning occurs as a result of the consequences of behavior.”
- Have students research instructional strategies teachers use to establish stimulus control. Strategies include: antecedent cues, picture prompts, and auditory prompts.
- Have students review a study found in the *Journal of Applied Behavior Analysis*. Ask students to identify the behavior targeted for change, the intervention used by the investigator(s), and whether a functional relation between the two was established. Have students present their findings in class.

Video Resources

- B.F. Skinner: A Fresh Appraisal (1999). VHS. San Luis Obispo, CA: Davidson Films Inc. 40 min.
- Biography-Sigmund Freud (1997). VHS. A & E Home Video. 58 min.
- His Own Best Subject: A Visit to B.F. Skinner’s Basement (2000). VHS. San Luis Obispo, CA: Davidson Films Inc. 20 min.
- Piaget’s Developmental Theory: An Overview (1989). VHS. San Luis Obispo, CA: Davidson Films Inc. 25 min.

Additional Text Resources

- Beilin, H., & Pufall, P. (1992). *Piaget’s theory: Prospects and possibilities*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Morris, E.K., & Todd, J.T. (Eds) (1995). *Modern perspectives on B.F. Skinner and Contemporary Behaviorism*. Westport, CT: Greenwood Press.
- Nye, R. (1992). *The legacy of B.F. Skinner: Concepts and perspectives, controversies and misunderstandings*. Stamford, CT: Wadsworth.

Handouts

A Comparison of Freudian and Piagetian Theories

Freud's Psychoanalytic Theory		Piaget's Theory of Cognitive Development	
AGE	STAGE	AGE	STAGE
Birth to 2 years	Oral Stage: Gratification centered around the mouth	Birth to 1 ½ years	Sensorimotor Intelligence: Infant is preoccupied with differentiating himself from the rest of the world and establishing representations of objects
2 to 4 years	Anal Stage: Child derives gratification from withholding and controlling feces. This corresponds with toilet training.	1 ½ to 4 or 5 years	Preoperational Thought-Representational Thinking: The child develops language, however is still unable to take another person's point of view.
4 to 6 years	Phallic Stage: Gratification centers around genitalia. Child becomes attached to parent of the opposite sex and develops hostility to parent of the same sex.	5 to 7 years	Preoperational Thought-Intuitive Thinking: Child begins to understand conservation, attends to more than one aspect of an object at a time, and understands reversibility of some operations.
6 years to puberty	Latency Stage: Child identifies with the parent of the same sex and play primarily with other children of the same sex in sex-stereotyped activities	7 to 11 years	Concrete Operations: Organizes perceptions and symbols; able to classify along several dimensions simultaneously; cannot solve abstract problems.
Puberty	Genital Stage: Child becomes interested in members of the opposite sex.	12 years to Adult	Formal Operations: Deals with abstractions, hypothetical situations, and can think logically

H 1.2

Usefulness of Explanations of Human Behavior

Theoretical Explanation	Inclusiveness	Verifiability	Predictive Utility	Parsimony
Biophysical/Biochemical	Poor	Fair	Poor	Poor
Developmental	Good	Poor	Fair	Poor
Cognitive	Good	Poor	Poor	Poor
Behavioral	Fair	Good	Good	Good

Chapter 1 Test Questions

Roots of Applied Behavior Analysis

True-False Questions

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

- 1-15. In explaining behavior, a useful theory must be:
 - a. inclusive and justifiable
 - b. inclusive, verifiable, and justifiable
 - c. verifiable, exclusive, and predictable
 - d. inclusive, verifiable, have predictive utility, and be parsimonious
- 1-16. Information concerning a child's brain damage:
 - a. can be useful in the teacher's selection of behavior management techniques
 - b. helps teachers determine who should be in school and who should not
 - c. can cause teachers to have low expectations of students and give them excuses not to teach
 - d. none of the above

- 1-17. A genuine scientific explanation must:
- be inclusive of all behaviors
 - predict one behavior to the exclusion of all other behaviors
 - a and b
 - none of the above
- 1-18. A relationship among events in which the rate of a behavior's occurrence increases when some environmental condition is removed is:
- differential reinforcement
 - reinforcement
 - positive reinforcement
 - negative reinforcement
- 1-19. To the behaviorist, punishment occurs only when:
- the preceding behavior decreases
 - the preceding behavior increases
 - both a and b
 - neither a or b
- 1-20. The focus of the behavioral approach is:
- observing and predicting
 - facilitating behavior change
 - recording and verifying aberrant behaviors
 - all of the above
- 1-21. Pairing stimuli so that an unconditioned stimulus elicits a response is known as all of the following EXCEPT:
- Pavlovian
 - classical
 - respondent conditioning
 - shaping
- 1-22. "Jack can't learn because he has Down syndrome" is an example of what explanation of behavior?
- biophysical explanation
 - developmental explanation
 - cognitive explanation
 - behavioral explanation
- 1-23. An antecedent stimulus is:
- an event occurring before the behavior is performed
 - an event occurring after the behavior is performed
 - a and b
 - none of the above
- 1-24. To qualify as a behavior, something must be:
- observable
 - quantifiable
 - a and b
 - none of the above
- 1-25. Behaviorists are LEAST concerned with the following:
- functional relation
 - observable behaviors
 - present events
 - past events

- 1-26. For an explanation of behavior to be “verifiable” it must
- account for a substantial quantity of behavior
 - provide reliable answers about what people are likely to do under certain circumstances
 - provide the simplest explanation
 - be testable
- 1-27. Operant conditioning deals with _____ behaviors.
- emotional
 - trained
 - reflexive
 - voluntary
- 1-28. When a previously reinforced behavior is no longer reinforced and its rate of occurrence decreases, what behavioral principle is being used?
- Punishment
 - Positive Reinforcement
 - Positive Punishment
 - Extinction
- 1-29. 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?
- Negative Reinforcement
 - Positive Reinforcement
 - Punishment
 - Stimulus control
- 1-30. An event is described as _____ if the rate of occurrence of a preceding behavior decreases.
- Negative Reinforcement
 - Positive Reinforcement
 - Shaping
 - Punishment
- 1-31. What is known as a “demonstration of behavior”?
- Modeling
 - Shaping
 - Positive Reinforcement
 - Operant Conditioning
- 1-32. The behavior principle that describes a relationship between behavior and an antecedent stimulus rather than behavior and its consequences are known as:
- Stimulus control
 - Respondent conditioning
 - The Law of Effect
 - Principle of Parsimony
- 1-33. For an explanation of behavior to have predictive utility it must
- account for a substantial quantity of behavior
 - be testable
 - provide the simplest explanation
 - provide reliable answers about what people are likely to do under certain circumstances
- 1-34. The Law of Effect is associated with what behavioral principle?
- Reinforcement
 - Extinction
 - Punishment
 - Antecedent prompting

- 1-35. For an explanation of behavior to be parsimonious, it must
- account for a substantial quantity of behavior
 - be testable
 - provide the simplest explanation
 - provide reliable answers about what people are likely to do under certain circumstances
- 1-36. Who is associated or responsible for the use of the term “behaviorism?”
- Skinner
 - Watson
 - Darwin
 - Pavlov
- 1-37. _____ conditioning deals with behaviors that are voluntary rather than reflexive.
- Operant
 - Respondent
 - Reflexive
 - Overactive
- 1-38. What is the major purpose of applied behavior analysis?
- to provide a process of systematically applying specific principles to facilitate behavior change
 - to provide a systematic means of determining whether changes in behavior may be attributed to the application of behavioral principles.
 - none of the above
 - both a and b
- 1-39. Which of the following is NOT one of the criteria set forth by Baer, Wolf, and Risley (1968) as the qualifications for research to be considered applied behavior analysis:
- the behavior must be socially important
 - the behavior must be objectively defined
 - a functional relation must be demonstrated
 - must be an aberrant behavior
- 1-40. Which of the following influenced the behaviorist movement?
- cognitivism
 - functionalism
 - constructivism
 - none of the above
- 1-41. 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 test he would get to buy a new video game. His mother was employing which of the following behavioral techniques?
- punishment
 - negative reinforcement
 - shaping
 - positive reinforcement
- 1-42. Which of the following is attributed with the Stage Theory of Development?
- Jean Piaget
 - Sigman Freud
 - Ivan Pavlov
 - B. F. Skinner

- 1-43. 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?
- modeling
 - shaping
 - positive reinforcement
 - negative reinforcement
- 1-44. Operant behaviors are _____ voluntarily, whereas respondent behaviors are _____ by stimuli.
- elicited, occasioned
 - emitted, elicited
 - occasioned, emitted
 - none of the above
- 1-45. Circumstances which temporarily alter the power of a reinforcer are known as _____.
- models
 - negative reinforcers
 - setting events
 - positive reinforcers
- 1-46. Theorists who explain human behavior based on physical influences employ which of the following explanations?
- cognitive
 - biophysical
 - cognitive
 - behavioral
- 1-47. Which of the following theorists is credited with classical conditioning?
- B.F. Skinner
 - Jean Piaget
 - Ivan Pavlov
 - none of the above
- 1-48. _____ is the process of using successive approximations to teach a new behavior or skill.
- stimulus control
 - shaping
 - modeling
 - generalization

Short Answer Questions

- 1-49. What is meant by extinguishing a behavior?
- 1-50. List three qualifications research must have in order to be considered Applied Behavior Analysis.
- 1-51. What is meant by stimulus control?
- 1-52. Define and give an example of modeling.

Essay

- *1-53. Discuss how Skinner's distinguishing of operant from respondent conditioning impacted the study of applied behavior analysis.

- *1-54. 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?
- * 1-55. 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.
- * 1-56. Define and differentiate between positive reinforcement, negative reinforcement, and punishment. Give an example of each.
- *1-57 List and discuss the contributions put forth by three behaviorists and explain how their contributions furthered the field of behaviorism.

Chapter 2 **Responsible Use of Applied Behavior Analysis Procedures**

Chapter Objectives

Following completion of this chapter, students will:

1. Understand why some resist the use of behavior change strategies
2. Be familiar with how applied behavior analysis procedures are used ethically and responsibly
3. Understand the components of accountability

Chapter Summary and Outline

This chapter addresses many of the issues raised by those who practice applied behavior analysis. The authors begin by address the concerns raised in using procedures of applied behavior analysis and they examine some of the specific criticisms raised against its use. In addition, ethical guidelines for using applied behavior analysis procedures are discussed in detail.

- I. Concerns about applied behavior analysis
 - Confusion with other procedures
 - Reaction to controversial procedures
 - Concerns about coercion

- II. Ethical use of applied behavior analysis procedures
 - A therapeutic environment
 - Services whose overriding goal is personal welfare
 - Treatment by a competent behavior analyst
 - Programs that teach functional skills
 - Behavioral assessment and ongoing evaluation
 - The most effective treatment procedures available

- III. Accountability
 - How applied behavior analysis lends itself to accountability

- IV. Summary

- V. Discussion Questions

In Class Activities

Activity	Resource
Provide an overview of the chapter	Slide 2.2: Chapter Overview
Explain the difference between applied behavior analysis and behavior modification procedures.	Slide 2.3: Examples of Applied Behavior Analysis Procedures and Behavior Modification Procedures
Discuss reaction within the field of behavior analyst and outside the field of applied behavior analysis to controversial procedures.	Slide 2.4: Reactions to Controversial Procedures See text for full discussion.
Discuss the concerns about coercion and the way in which behavior analyst address these concerns.	Slide 2.5: Concerns about Coercion
Discuss factors that must be considered in determining whether a proposed intervention is ethical.	Slide 2.6: Ethical Use of Applied Behavior Analysis Procedures
Describe the rights of potential recipients of behavior change treatments or interventions.	Slide 2.7-2.13: Individual Rights
Discuss the importance of accountability and the ways in which behavior analyst address accountability.	Slide 2.14: Accountability

Homework Assignments

- Respond in a few paragraphs to the following: “What could happen if an applied behavior analysis procedure is misused?”
- Locate and read the ethical guidelines for teachers and practitioners established by various professional organizations.
- Investigate and report on the controversy surrounding the use of behavior-change procedures.

Additional Resources

Ethics Information www.apa.org/ethics/code.html

Ethical Principles of Psychologists and Code of Conduct www.apa.org/ethics/code.html

Council for Exceptional Children Code of Ethics

www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/EthicsPractice/Standards/CEC_Code_of_Ethics_for_Educators_of_Persons_with_Exceptionalities

Task List and Knowledge, Skills, and Abilities Statements for Applied Behavior Analysts.

<http://psyc.csustan.edu/bhesse/psy5090/pdf%20files/TaskList-97%5B1%5D.pdf>

Chapter 2 Test Questions

Responsible Use of Applied Behavior Analysis Procedures

True-False Questions

- 2-1. “Humanists” often perceive any systematic effort to change behavior as coercive and inhumane.
- 2-2. Behavioral approaches are less difficult to implement than most other procedures.
- 2-3. The term “behavior modification” refers ONLY to procedures derived from the experimental analysis of human behavior.
- 2-4. Research has shown that when positive reinforcement is used, intrinsic motivation is decreased.
- 2-5. Behavior analysis has the power to remove the ability of the individual to choose alternative responses.
- 2-6. It is unethical to exclude any student from the regular classroom regardless of its positive or negative effects.
- 2-7. Suppressing behaviors such as whistling and laughing while in school is ethical if it helps to establish “law and order” in the classroom.
- 2-8. It is not ethical to assure parents that if a procedure is used, their child will no longer require placement in a special class.
- 2-9. Informed consent is based on full understanding of all aspects of a planned program, including possible risks.
- 2-10. It is unethical for teachers to arbitrarily decide what to teach students to do or stop doing.
- 2-11. Applied Behavior Analysis is used to define the systematic methods employed for behavior change taught in this course
- 2-12. Consent that ensures voluntary participation in behavior change programs must be both voluntary and considered socially valid.
- 2-13. It may be necessary to eliminate or reduce the rate of some student behaviors
- 2-14. Voluntary consent implies publication of goals, procedures, and results so that they may be evaluated
- 2-15. Applied Behavior Analysis refers only to procedures derived from the experimental analysis of human behavior.

Multiple Choice Questions

- 2-16. _____ refers only to procedures derived from experimental analysis of human behavior.
 - a. cognitive modification
 - b. behavior modification
 - c. systematic analysis
 - d. all of the above
- 2-17. Aversive or exclusionary procedures may create problems in ALL BUT ONE of the following ways:
 - a. their misuse is common and often defined by the users as behavior modification
 - b. their use is always appropriate when administered by professionals
 - c. their use causes more concern than other behavioral procedures
 - d. all of the above

- 2-18. The goal of behavior analysts is to _____ the number of options available to people.
- decrease
 - neutralize
 - increase
 - limit
- 2-19. Which of the following is NOT important to the consumers of education (students, parents, community)?
- goals
 - procedures
 - outcomes
 - standardized assessment instruments
- 2-20. Voluntary participation is facilitated by:
- avoiding threats and incentives that are too powerful
 - involving the subjects of the program in selecting as few aspects of the program as possible
 - both a and b
 - none of the above
- 2-21. The following procedures should be administered only under the supervision of a qualified instructor:
- shaping
 - aversives
 - exclusion
 - all of the above
- 2-22. In learning applied behavior analysis procedures, good supervision includes:
- training and observation
 - training and evaluation
 - training and implementation
 - both a and b
- 2-23. For those students with maladaptive behaviors and limited adaptive behaviors in their repertoire, the teacher may need to:
- just ignore the maladaptive behaviors
 - eliminate the maladaptive behaviors first
 - teach adaptive behaviors as soon as possible.
 - both b and c
- 2-24. The relationship between behavior and the environment is:
- unilateral
 - reciprocal
 - parallel
 - linear
- 2-25. Teachers are accountable to:
- administrative supervisors
 - parents of their students
 - the community
 - all of the above
- 2-26. A primary consideration that guides teachers in designing a program to change a student's behavior is:
- proven effectiveness of a technique
 - administrative desires
 - availability of materials
 - student's mental age