

Chapter 2

Conceptual Work Sheets for Reinforcement

On the one hand, as you travel along the road to an understanding of behavior analysis, we recommend some memorization of the definitions and even the key features of the examples. But, on the other hand, we think you can reach your destination more quickly, and have more fun along the way, if you also practice using the concepts, principles and definitions in novel, original, creative ways. Then you can get feedback on how much further you have to go. Most students find questions of this sort challenging but interesting. Many say that dealing with these questions is the first time they've had to think since they've been in college, or grade school! They also say they're happy to see how much they really enjoy thinking.

(Just a little note -- in this and future homework, the terms "reinforcement" and "behavior" will be used interchangeably.)

The Skinner Box

Let's start with a very basic example in the Skinner box. Rudolph the water-deprived rat is placed in the box. After some time he wanders over to the lever and presses it with this paw. Within one second the dipper comes up with a drop of water. Rudolph immediately licks it up.

Here's the contingency:



1. This contingency will _____ the frequency of Rudolph's lever pressing behavior.

- A. increase
- B. decrease
- C. have no effect on

2. This is an example of...

- A. reinforcement
- B. an incorrect contingency
- C. animal abuse

Use the pink Contingency Diagram Criteria as a job aid in working through the next few examples. Use it to

determine what, if anything, is wrong with each of the following possible examples of reinforcement.

General Rule: The don't say rule

Definition: With nonverbal organisms don't say:

- expect,
- know,
- think,
- figured out
- in order to (to think he, she, or it could...)
- trying to,
- makes the connection
- associates,
- learns that,
- understands,
- understand,
- With any organism don't say wants.

3. In the following paragraph, circle the words that fail the don't say rule (6).

Rudolph, the water-deprived rat, is placed in the Skinner box, expecting some water soon. Of course, because he hasn't had water in 24 hours he wants water and he goes trying to press the lever. But he doesn't understand how to press the lever all the way down--even though he has pressed the lever before and knows how. After a couple of sessions he will figure out how to press the lever well.

Here's how we'd change the paragraph above:

Rudolph the water-deprived rat is placed in the Skinner box. Of course, because he hasn't had water in 24 hours, water will be an effective reinforcer and responses reinforced with water in the past begin to occur. But so far in shaping the lever press, only running toward the lever is occurring frequently—and full presses have occurred very infrequently. After a couple more sessions of reinforcement, he will press the lever well.

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Answers

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Holt Science and Technology Holt Rinehart & Winston,Holt, Rinehart and Winston Staff,2001 **Real World**

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Teaching Mathematics for the 21st Century Linda Huetinck,Sara N. Munshin,2000 For courses in Mathematics Methods for the Secondary School This is the first middle and secondary math methods text to focus on reform and the national standards It prepares teachers for the challenge of assisting all students in reaching the highest level of mathematics according to their interest and realistic ambitions It also provides contemporary methods of teaching mathematics which facilitates successful instruction with a strong understanding of the philosophy and psychology behind sound practices Coverage includes methodology curriculum materials and use of technology accompanied by many practical suggestions for implementation

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