

Chapter 2 Principles of Managing Behavior

Multiple Choice:

1. Positive reinforcement
 - a. *Always results in an increase in behavior*
 - b. Always results in a decrease in behavior
 - c. Is positive because it is always good
 - d. Is usually not used by teachers
2. Negative reinforcement
 - a. Results in a decrease in behavior
 - b. Increases behavior but always “bad” behavior
 - c. *As a consequence of behavior something is taken away from the student*
 - d. Requires no particular type of antecedent to behavior
3. The Premack Principle
 - a. Is rarely used in schools
 - b. *Uses a student’s high preference activity as a reinforcer*
 - c. Often uses a student’s low preference activity as a reinforcer
 - d. Requires that teachers get parental consent
4. An example of a primary reinforcer is
 - a. A good grade on a paper
 - b. A trip to the movies
 - c. *A drink of juice*
 - d. All of the above
5. Generalized reinforcers are so useful because
 - a. They can be easily administered
 - b. They allow students to make individual choices about reinforcers
 - c. They can be exchanged at a particular time to avoid disrupting class
 - d. *All of the above*
6. Continuous reinforcement schedules
 - a. Are used best when students have learned a behavior already
 - b. Help to make behavior very resistant to extinction
 - c. Are impossible to use in a classroom
 - d. *Are best used when students are learning a new skill*
7. Intermittent reinforcement schedules
 - a. *Help to make behavior very resistant to extinction*
 - b. Are best used when students are learning a new skill
 - c. Are too haphazard to be used in most classrooms
 - d. Are useful only for academic behavior
8. Differential reinforcement
 - a. Is preferable to the use of punishment
 - b. Typically helps student learn what to do rather than just what not to do
 - c. Can be implemented through several strategies
 - d. *All of the above*

9. Positive punishment in schools is most often used in the form of
 - a. Paddling
 - b. Making a student sit alone in a corner
 - c. *Mild verbal reprimands*
 - d. Never used by teachers
10. Negative punishment occurs typically
 - a. When the teacher accidentally punishes the wrong behavior
 - b. *When the teacher takes back tokens or privileges she gave previously*
 - c. When the teacher gives negative comments or grades to the student
 - d. All punishment uses a negative consequence

Reflective Questions:

1. Compare and contrast positive and negative reinforcement and positive and negative punishment.
2. Decide when in teaching situations is best to use continuous, intermittent, and natural schedules of reinforcement.
3. Differentiate among the differential reinforcement strategies.

Project Questions:

1. Make a video of examples of positive and negative reinforcement as they might occur in a classroom.
2. Develop a schedule of reinforcement plan for a student learning a skill from initial acquisition to generalization of the skill.
3. Develop a token economy plan for an elementary, middle, and/or secondary level classroom. Include behavioral expectations, a reinforcer menu survey, make a list of primary and secondary reinforcers that you could anticipate would be desirable to students at the chose grade level, number of tokens awarded for meeting expectations, costs of reinforcers, a banking sheet to keep track of tokens, and a plan for banking hours for exchanging tokens for reinforcers.