TEST BANK

The correct response is bold letter font—make sure to remove before submitting test to students

Chapter 1: Environmental (operant) function of behavior

1. An examination of temporally ordered environmental events conducted in order to reveal the purpose of a behavior is called _____.

   A. psychology

   B. an incomplete analysis of human behavior

   C. experimental analysis of behavior

   D. **a functional behavior-analytic approach to understanding human behavior**

2. In a functional behavior-analytic approach, _____behavior is viewed as serving an environmental function.

   A. **operant**

   B. respondent

   C. private

   D. some

3. A functional behavior-analytic viewpoint examines the role of _____.

   A. how people interact with each other

   B. genetics in the formation of behavior

   C. both the psychological and biological factors that control behavior

   D. **both the social and physical context. It deals with events that are both observable to us and measurable**

4. A functional behavior-analytic viewpoint examines the role of traits in understanding human behavior.

   A. True

   B. **False**

5. You change child behavior by _____.

   A. **changing the behavior of the adults who deal with that child**.

   B. using extinction

   C. completing a Functional Behavior Analysis

   D. providing the appropriate medication

6. In a functional behavior-analytic approach, behavior is viewed as functional (i.e., purposeful) for certain antecedent contexts because _____.

   A. it is common

   B. it is a more parsimonious explanation than intrapsychic events

   C. experimental data support this conclusion

   D. **of the contingency involved**

7. When Oskar wants to go out, he complains. Such behavior is not instrumental in getting him outside. The complaining behavior becomes ____ likely in subsequent afternoons when Oskar wants to go outside.

   A. conditionally

   B. more

   C. equally

   D. **less**

Differentiating Access Versus Escape Functions

1. There are two types of maintaining contingencies for problem (or other) behavior: _____ and _____ reinforcement contingencies.

   A. internal, external

   B. **positive, negative**

   C. intrinsic, extrinsic

   D. good, bad

2. Positive reinforcement contingencies involve behaviors that produce an environmental event, that subsequently _____ the level of occurrence of that behavior under the same or similar conditions.

   A. decreases

   B. changes

   C. modulates

   D. **increases**

3. Positive reinforcement contingencies involve behaviors that produce an environmental event that subsequently increases the level of occurrence of that behavior under the same or similar conditions.

   A. **True**

   B. False

4. The operation of positive reinforcement involves a behavior that produces an event (activity, object) that subsequently _____ of that behavior in the future (under certain motivational contexts).

   A. **strengthens the occurrence**

   B. weakens the occurrence

   C. changes the antecedent condition

   D. effects the occurrence

5. The operation of positive reinforcement involves a behavior that produces an event (activity, object) that subsequently strengthens the occurrence of that behavior in the future (under certain motivational contexts).

   A. **True**

   B. False

6. The two requirements for identifying a contingency as one involving positive reinforcement are: (a) that the level of the behavior is at _____ than the level without the contingent relation, and (b) that the contingency is one of a behavior _____

   A. lower or decreased levels

   B. higher or increased levels

   C. producing an environmental event

   D. **B and C**

   E. A and C

7. An understanding of negative reinforcement operations is _____ the design of effective treatments.

   A. unnecessary to

   B. nice to know in

   C. **critical to**

   D. superfluous to

8. If you serve individuals who more often engage in behavior problems during task demands, compliance situations, instructional conditions, or chores and/work, an understanding of _____ is critical to the analysis of such behaviors function and the design of effective treatments.

   A. **escape functions**

   B. positive punishment

   C. mental illness

   D. parenting styles

9. In an access function, the effect of the behavior is to _____ a contingent item or event that makes such a behavior more likely in the future.

    A. classify

    B. **produce**

    C. terminate or postpone

    D. predict

10. In an access function, the effect of the behavior is to produce an unpleasant experience that makes such a behavior more likely in the future.

    A. True

    B. **False**

11. In an access function, the effect of the behavior is to produce a contingent item or event that makes such a behavior more likely in the future.

    A. **True**

    B. False

12. In an escape function, the effect of the behavior is to _____ the presentation of an aversive event.

    A. cause

    B. initiate

    C. **terminate or postpone**

    D. Predict

13. In an escape function, the effect of the behavior is to cause the presentation of an aversive event.

    A. True

    B. **False**

14. Aversive events are _____ to the individual.

    A. unconditioned

    B. important

    C. delivered

    D. **relative**

15. The subsequent effect of a negative reinforcement contingency on behavior is one of _____ its probability under the same or similar conditions in the future.

    A. decreasing

    B. changing

    C. controlling

    D. **increasing**

16. According to the text, behaviors that are maintained as a result of negative reinforcement comprise _____.

    A. access functions

    B. **escape functions**

    C. inappropriate

    D. socially mediated functions

17. According to the text, behaviors that are maintained as a result of negative reinforcement are always composed of socially mediated functions

    A. True

    B. **False**

18. Escape functions result in the aversive event being _____ as a result of the occurrence of the behavior.

    A. **terminated or avoided**

    B. applied

    C. reinforced

    D. socially mediated

19. The form or topography of the behavior _____ dictates what environmental function exists.

    A. will usually

    B. will always

    C. will never

    D. **does not usually**

20. The same topography of behavior exhibited by a given child _____ environmental effects or functions.

    A. always produces the same

    B. never produces the same

    C. never produces different

    D. **can produce different**

21. _____ situations involve issuing a request or directive to engage in some behavior

    A. Positive reinforcement

    B. **Compliance**

    C. Rule governed

    D. Neutral reinforcement

22. When oppositional behavior occurs in compliance situations,

    A. it is generally related to poor parenting

    B. **it can be analyzed in terms of function**

    C. it is a sign of underlying mental illness

    D. punishment is usually needed

23. In some cases, noncompliance takes an innocuous form, such as the individual simply not attending to the person issuing the command. Such a lack of response is maintained by _____.

    A. direct reinforcement

    B. indirect punishment

    C. positive reinforcement

    D. **negative reinforcement**

24. There are two access functions: _____

    A. **Direct and social mediation.**

    B. Direct and inter-directly

    C. Socially mediated and indirectly

    D. All of the above

25. Escape functions involve a behavior that terminates an aversive event in one of two ways: _____

    A. Directly and inter-directly

    B. **Directly and through social mediation**

C. Socially mediated and indirectly

D. None of the above

26. With a negative access function, the client's behavior immediately produces the positive reinforcer without social mediation of such.

A. True

B. **False**

27. With a _____ function, the client's behavior immediately produces the positive reinforcer without social mediation of such.

A. **direct access**

B. indirect access

C. socially mediated access

D. negative access

28. With a socially mediated access function, the client's behavior immediately produces the positive reinforcer without social mediation of such.

A. True

B. **False**

29. There are four major functions: _____

A. **Direct access, direct escape, socially mediated access, socially mediated escape**

B. Direct, socially mediated, positive, negative

C. Direct access, direct escape, indirect access, indirect escape

D. Tangible access, social access, demand escape, sensory access

30. An individual is hungry and therefore goes to the refrigerator, opens the door, selects an apple, and eats it. This chain of behaviors involved in getting the apple directly produced the reinforcer—the ingestion of the apple. We would not say that the individual exhibits those behaviors because of the attention someone gives to him, regardless of whether such attention is positive, negative, or neutral. Attention is a tangential consequent event. Getting the apple is the desired reinforcer. This is an example of a _____ function.

A. direct escape

B. **direct access**

C. socially mediated access

D. socially mediated escape

31. Putting the key in the car and turning it produces the desired result (car starting). Lying down on the bed, when one is tired, is a chain of behaviors that produces rest. These are examples of _____ functions.

    A. socially mediated escape

    B. socially mediated access

    C. **direct access**

    D. direct escape

32. Singing in the car or shower is most likely maintained by _____ to a positive reinforce (let's assume that such singing produces a pleasant auditory event).

    A. direct escape

    B. socially mediated access

    C. socially mediated escape

    D. **direct access**

33. Behaviors that produce the desired positive reinforcer through the efforts of someone else are labeled _____ functions.

    A. direct escape

    B. **socially mediated access**

    C. socially mediated escape

    D. direct access

34. Behaviors that achieve their effect through the behavior being mediated by someone else are _____ functions.

    A. direct

    B. **socially mediated**

    C. positive

    D. negative

35. Socially mediated access functions always involve some form of vocal request.

    A. True

    B. **False**

36. A client with schizophrenia mutters about people stealing her money. Subsequently, after meeting with the facility administrator, she gets a few dollars to spend on candy and soda in the vending machines. This statement is maintained by _____ to tangible items.

    A. socially mediated escape

    B. direct access

    C. **socially mediated access**

    D. direct escape

37. Behavior can also produce direct termination of existing environmental events. This type of function is termed _____.

    A. socially mediated escape

    B. direct access

    C. socially mediated access

    D. **direct escape**

38. Escape behaviors can often achieve their effect of removing or postponing an aversive condition through the behavior of someone else. This is an example of a _____ function.

    A. **socially mediated escape**

    B. direct access

    C. socially mediated access

    D. direct escape

Understanding the role of EOs, AOs, and S-Ds

1. What can function as a reinforcer for one person may not function as a reinforcer for another person.

    A. **True**

    B. False

2. Establishing operations (EOs) involve an antecedent condition that makes a given outcome ____ . _____

    A. central

    B. **more valuable**

    C. positively reinforced

3. EOs involve an antecedent condition that makes a given outcome less valuable.

    A. True

    B. **False**

4. EOs refer to the process by which the value of a particular outcome is _____

   A. **increased**

   B. decreased

   C. established

   D. abolished

5. Abolishing operations (AOs) refer to the process by which the value of a particular outcome is _____.

   A. increased

   B. **decreased**

   C. established

   D. abolished

6. Behavior that is functional in obtaining food is _____ likely right after a five-course meal.

   A. **less**

   B. equally

   C. very

   D. more

7. The S^D is a stimulus associated with the _____ of an outcome.

   A. value

   B. **availability**

   C. quality

   D. desirability

8. The EO is a (an) _____ variable.

   A. confounding

   B. intermediate

   C. antecedent

   D. consequent

9. The AO is a (an) _____ variable.

   A. confounding

   B. intermediate

   C. antecedent to the behavior

   D. consequent to the behavior

10. The EO that makes attention valuable is _____.

   A. the presence of attention that is sufficient to create an aversive state

   B. the absence of attention that is sufficient to create a state of deprivation

   C. the presence of a particular person

   D. all of the above

11. The EO that makes termination of an aversive event valuable is _____.

   A. the presence of attention

   B. the absence of attention

   C. the presence of an aversive event

   D. how the client is feeling at that time

12. The EO that makes a tangible item valuable is _____.

   A. the possession of the item for a period of time

   B. the absence of the item for a sufficient period of time

   C. the presence of a particular person

   D. none of the above

13. The EO for an access function makes attention or a desired item _____ valuable.

   A. more

   B. less

   C. inconsequential with respect to being

14. AOs make the value of a particular reinforcer _____

   A. **less valuable**

   B. more valuable

15. EOs refer to the process by which the _____ of a particular outcome is increased.

    A. **value**

    B. elements

    C. reward

    D. incidental operation

16. Behavior that is functional in obtaining food is _____ likely if a state of deprivation has been reached for the individual.

    A. less

    B. equally

    C. **more**

17. The S^D is a stimulus not associated with the _____ of an outcome.

    A. **value**

    B. availability

    C. quality

    D. desirability

18. The EO for an access function is a _____.

    A. state of aversion

    B. state of confusion

    C. state of deprivation

    D. consequent event

19. The EO for an escape function is a _____.

    A. state of aversion

    B. state of confusion

    C. state of deprivation

    D. consequent event

20. The delivery of the functional reinforcer abolishes the _____.

    A. AO

    B. BO

    C. EO

21. The delivery of the functional reinforcer abolishes the behavior.

    A. True

    B. False

22. The EO that makes attention valuable is _____.

    A. the presence of attention

    B. an aversive EO

    C. the presence of a particular object

    D. none of the above

23. The EO that makes termination of an aversive event valuable is _____.

    A. aversive AO

    B. deprivation EO

    C. deprivation AO

    D. aversive EO

24. The EO that makes a tangible item valuable is a _____.

    A. possession of the item for a period of time

    B. deprivation EO

    C. deprivation AO

    D. aversive EO

25. The _____ for an access function makes attention or a desired item more valuable.

    A. deprivation EO

    B. deprivation AO

    C. aversive EO

26. What is the point at which food will operate as an effective reinforcer in humans?

    A. 2 hours after the person has eaten

    B. 4 hours after the person has eaten

    C. Food deprivation is relative to the individual under consideration and dependent on level of activity

    D. 6 to 12 hours after the person has eaten

27. Consider the following example. A squirrel is engaged in eating when a predator approaches. The squirrel stops eating and runs up a tree to avoid the predator. The presence of the predator is a _____.

    A. neutral stimulus

    B. **establishing operation**

    C. discriminative operant

    D. delta stimulus

28. A person deprived of food for 24 hours will be much _____ likely to engage in behavior that is associated with food than if that person has just finished eating a full meal.

    A. **more**

    B. less

29. As the value of the EO increases, the frequency, duration, and intensity of behaviors associated with _____ that EO will also _____.

    A. reinforcing, establish

    B. **abolishing, increase**

    C. punishing, decrease

    D. abolishing, decrease

30. The ____ the value of the EO the more rapid, frequent, and intense the behavior associated with that EO will occur.

    A. **higher**

    B. lower

    C. more salient

    D. less salient

31. There are two ways to assure that a reinforcer is at its maximal value.

    A. Wait for naturally occurring environmental changes that establishes the value of a particular outcome.

    B. Contrive a situation that increases the value of some outcome as a reinforcer.

    C. Provide small samples of the reinforcer at regularly scheduled intervals

    D. A and B

    E. A and C

32. The presence of a state of deprivation with respect to a food item can act as an EO for _____

    A. behavior

    B. behavior that has produced the AO in the past

    C. behavior that has produced the EO in the past

33. To change a problem behavior to become less frequent, one can make the EO for such a behavior

    A. Much stronger

    B. Much weaker

    C. Valuable

34. If a problem behavior produces attention under the EO of absence of attention, then increasing the amount of attention 10-fold that is provided would make the behavior.

    A. Much stronger and more likely

    B. Much weaker and less likely

    C. Become more prevalent than the baseline

35. If a problem behavior results in the termination of an aversive event, the EO was ___.

    A. a consequent EO

    B. a deprivation EO

    C. an aversive EO

36. If a deprivation EO is in effect, the behavior that _____ such an EO becomes more likely

    A. enhances

    B. establishes

    C. abolishes

37. The presence of an aversive event can act as an EO for _____

    A. behavior

    B. behavior that has produced the AO in the past

    C. behavior that has produced the EO in the past