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Behavior Modification

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Behavior Modification

One Hour
HONORS PROJECT

Presented to
Dr. Watson

Ouachita Baptist University

by
Lois Cox

April 25, 1974

Introduction

Because of this new field in education, I felt it very necessary to do this project on behavior modification. I have only "scratched the surface" in this area of learning, but I feel that I have compiled enough information that may formulate a better understanding of what behavior modification is all about.

Even though this seems to be a relatively new area of education, as early as 1920, behavior modification has been used in correcting behavior.

J.B. Watson had four basic ideas in this area:

- 1) the educational response of fear could be conditioned.
- 2) it would transfer to stimuli other than the initial stimulus which caused the fear
- 3) the fear would last over a period of time.
- 4) it could be unlearned.

These four items are very similar to the techniques used today in the modification program. Watson's experiment with a small child named Albert proved his above theories to be correct. The child was conditioned to associate a loud noise with the appearance of a harmless white rat. This association carried over to the fear of a rabbit, a dog, a fur coat, and cotton.

In Pavlov's theory of learning, an unconditioned stimulus is used to cause an unconditioned response. His experiment consisted of a bell ringing when a dog was fed. The dog eventually associated the bell with food and would salivate even if the food was not presented.

Many people have taken these ideas and come up with the solution that some behavior can be corrected by the process of unlearning undesirable behavior and learning good behavior.

Some basic questions that are involved in behavior modification are:

- 1) how can new behavior patterns be added to the retarded's actions?
- 2) how can the behaviors be strengthened?
- 3) how can some behavior be eliminated?
- 4) how can behavior be brought under control so that they will occur at an appropriate time or place?

As I progress in doing this particular paper, it^y my desire to give some answers to these questions.

There are three distinct procedures that can be used in behavior modification programs. They are as follows:

- 1) token reinforcement
- 2) distinctive prompting cues
- 3) mild punishment

This approach to learning calls for experiences viewed as one of a series of steps toward a specific goal. This requires perscriptive programming.

Several reinforcers that can be used in many different modification programs are: smile, money, food, approval, special privilege, affection, passing grade, promotion, pay raise, participation in a game, and many others.

Punishment that can be used are: frown, poor grade, threat of removal of play period, criticism, rejection, nonattention, penalty, electric shock. When punishment is used to change behavior these precautions should be kept in mind: punishment should be used as infrequently as possible and be mild but affective.

The environment has a great influence as to how affective the program will be. The natural environment offers the greatest resources for behavior change. An office or hospital has a great disadvantage because they are artificial surroundings to the person involved. The main reason against the unnatural environment is that few of the skills learned are maintained after the person returns to his natural environment. There are not enough opportunities with which to utilize the new skills resulting in a small amount of reinforcement.

Education

In order to alleviate a behavior situation in the classroom, it must first be identified. If a child constantly talks in class and receives the attention of the teacher, the reverse should be done to discourage the behavior. When the teacher recognizes the student prior to speaking, then a step has been made for reinforcing behavior. A teacher could also concentrate on in-seat behavior instead of always giving the child attention while out of the seat.

Just as in the case of a father teaching the son how to hold a bat, positive reinforcement such as praise is used. This is the basic idea involved in behavior modification. The method of praise for good behavior instead of constantly showing the child attention for bad behavior.

When students are asked to put away their materials in order to go to recess, a positive reinforcement such as a smile or compliment comes from the teacher. A problem

can occur with the use of positive reinforcements when a child gives the correct answer. It may be necessary to calm a child down because he gets overzealous in his future attempts to be correct.

Byou and Baer (1961) believe that if a behavior is not reinforced it will weaken until a strength equal to its strength is reached before reinforcement

In the case of a girl who constantly tore up other classmates' clothes, an aversive program was used. The teacher made the girl sit and tear up a box full of rags that contained material which would not separate very easily. The girl began to hate the task that she was doing and did not tear up clothing anymore.

The person who exhibits an undesirable behavior is encouraged to keep repeating the behavior. Blackham and Sibberman (1971) reason that this type of modification is affective is because the fatigue which accumulates makes the behavior painful. The child is required to "do his thing far beyond the point of enjoyment".

Ayllon (1963) used this method also by making a woman collect as many towels as possible in order to stop the hoarding behavior. After collecting 625 towels, the woman became tired of the circumstance and changed her behavior.

A common incident that may be more familiar is that of the father catching the son smoking. The father makes the child smoke a supply of cigars that would cause an aversive response and change the behavior.

Two methods can be used in counterconditioning. An alternative behavior can be provided to act as a reinforcement. Also, the reinforcement of a behavior that is incompatible with the behavior that is to be weakened will succeed in doing so.

In the case of the average classroom, counterconditioning would consist of getting the teachers attention by erasing the blackboard, taking messages to the office, or feeding the fish.

These are in essence the four methods of weakening behavior:

- 1) extinction
- 2) counterconditioning
- 3) negative reaction
- 4) punishment

In helping the classroom teacher, special units could be used in teaching promptness, entering the classroom quietly, or lining up. This could be chained together by behavior modification to make a better class setting.

The teacher needs to be aware of frustration that may occur when a child cannot perform certain tasks in a given chain. A small goal, therefore, should be established--perhaps having a child sit for two minutes quietly. Too many times, the teacher sets a goal that is impossible to be reached.

Many children have found that it doesn't pay to "be good" in class--if the teachers attention is to be the reinforcement.

Today, teachers are told that physical punishment cannot be used. Therefore, an alternative must be sought. This problem can be solved by the process of behavior modification in the classroom. The inability to discipline is a very frequent cause for failure.

Too many times students begin to have harmful associations with their classroom because it represents punishment. Proper behavior seems to occur more often if it is followed with a reward. The teacher needs to become more aware of good behavior. If praise is given to students who complete their homework rather than punishing those who refuse, better results occur.

When this program is first being introduced, the teacher should not expect perfection immediately. The teacher needs to reward the student as soon as the good behavior occurs; otherwise, a time lapse could result in a weaker reinforcement.

Punishment seems to only last as long as the teacher keeps up the pressure. Many times, students even begin to dislike the teacher and even the subject and eventually themselves.

I would like to list several steps of a behavior modification program that could be used in a classroom situation:

STEP 1: Choose one example of desirable and undesirable behavior that is present in the class.

STEP 2: Keep a record of how frequent the chosen behavior occurs.

STEP 3: Choose some method of reinforcement that appeals to the "student" not the teacher.

STEP 4: Decide how the reward will be given--in small amounts and closely spaced.

STEP 5: At the beginning of the program, reward any step in the right direction. It is wise to start a level that the students can manage.

STEP 6: Evaluate--if the program is not successful, the teacher may have chosen goals that were too far ahead of the students. This calls for a revision in the motivation.²

To sum up these few steps would be simply to say that "Education must be a positive experience for both teachers and students."

A personalized system of instruction called the Keller method, is a very interesting subject in today's college educational system.

Behavior modification is not a new program, actually, because many teachers in elementary schools have been giving gold stars for good grades or good behavior. Just as this can be effective in the elementary classroom, so can it apply to the college class.

Keller is very much against the lecture system and feels that a system of education which allows the student to advance at his own rate is more effective. In his plan of study, the instructor gives objectives, study questions, and important points to be aware of. Then, the student asks to be tested. If the student learned the material,

the next section can be pursued. Also, the students are allowed to defend any errors or mistakes.

This type of classroom runs parallel with behavior modification in that the students are only allowed to progress further if they complete certain tasks. Then, the student is rewarded by being able to finish a class within his own capabilities.

A concerned teacher took the idea of behavior modification and attempted to change his classroom behavior problems. The behavior that existed were: attentiveness, interrupting, asking questions, talking, being disruptive, and ignoring the teacher.

Each student was permitted to evaluate himself and other students as they watched a videotaped session of their class. By examining certain behavior, the students were able to become aware of their behavior. All of the students showed a positive change in self-concept..

Juvenile Delinquents

Behavior modification has been proven to help juvenile delinquents according to a programmed environment study. Rewards were given for doing well in school and this seemed to be more tangible and immediate to the person involved.

Reinforcements such as free time, trips, or spending money were used when good behavior was exhibited. Before the program was begun, the students spent 25 percent of their time in appropriate study behavior. By using the card and token system, the figure increased to 90 percent.

Emotional Problems

Behavior modification can be a useful source of treatment for emotional problems. Because of the large amount of behavior problems present throughout childhood, it would be very difficult to devise a planned program. Many parents, therefore, are being used in the home situation to recognize the troublesome behavior and to notice what is the reinforcement.

One example may be in the case of a little boy throwing a temper tantrum and being told that he cannot have any ice cream for supper. But, later the ice cream is given. This is a reinforcement in the eyes of the child.

After parents have been involved in the behavior modification program at home, many of them have formed different attitudes. They felt that they had found a way of helping to reach their child without the help of experts.

I feel that this type of program would be very good in that it would allow the child to stay at home and be a part of the family unit.

As in the case of a boy named Jim, the mother was constantly screaming and yelling for misbehavior. The boy enjoyed the attention received. Dr. Patterson says that this type of child does not come from "sick" families but, from "diffusion" families, where distracted parents do not give children their full attention.

Jim's reinforcement consisted of a weekend camping trip, lunch at the school cafeteria, and a summer vacation. This

type of modification at home changed a little boy who threw an air-conditioner out of a two story window, to a responsible young man.

Diets

Dr. Marvin Belsky, a New York internist makes use of behavior modification as a method of losing weight. The key, in his opinion, is "change". With the use of behavior modification techniques, an unlearning and relearning process of eating habits occurs.

The basic process is that (1) all behavior is learned, (2) harmful behavior is learned, (3) behavior can be changed. ³

Dr. Belsky found out that the main reason for obesity is due to an accumulation of habits--bad habits. He is not interested in the cause of habits but rather in their modification. The ultimate goal is for the patient to achieve a new eating pattern.

As with other behavior modification programs, a reward is given after the patient has learned better eating habits. The patient is told to put aside money for something that they desire to have. Rewards have a tendency to strengthen good behavior.

With the help of Mrs. C. Williams, a teacher in the area of behavior modification at the Arkansas Children's Colony, Arkadelphia, Ark., I was able to watch several programs of teaching children methods of learning.

Everyday, notes and records are kept as to the progress that each child is doing in the classroom. Usually, ten responses are sufficient for each session.

The responses are recorded as follows:

1. OP-No response or incorrect response to physical prompt.
2. P-Correct response to physical prompt.
3. OG-No response or incorrect response to gestural prompt.
4. G-Correct response to gestural prompt.
5. OV-No response or incorrect response to verbal prompt.
6. V-Correct response to verbal prompt.

In the following pages, planned programs are listed that use the behavior modification technique.

ARKANSAS CHILDREN'S COLONY
ARKADELPHIA UNIT
PSYCHOLOGY DEPARTMENT

Program written by: Phenoid McClure

- I. Problem
 - A. Residents do not know how to copy letters correctly
- II. Goal
 - A. Teach residents to copy letters correctly
- III. Baseline
 - A. Whether or not letters are copied correctly
 - B. Procedure
 - 1. Prepare a list of letters
 - 2. Tell child to copy the letters
 - C. How to record
 - 1. Event response chart
 - 2. Record OV for incorrect response and V for correct response
 - D. When, Where, How Long
 - 1. Morning and afternoon class sessions
 - 2. Until child loses interest
- IV.. Training
 - A. Recording
 - 1. Every session (same method as in baseline).
 - 2. Mark the letters in which to be copied on the paper
 - 3. Place paper in front of resident
 - 4. Instruct resident to copy the letter
 - 5. Aid resident in copying the letters.
 - 6. Gradually give less assistance until resident is able to copy letters unaided
 - 7. Start with letter A and work through the alphabet. Make child say each letter as it is copied.

Program Written and Begun by: Sherrel Hendrix

- I. Problem: Children unaware of usage of body parts
- II. Goal: Teach them usage of their body parts
- III. Baseline
 - A. Record whenever resident gives correct response
 - B. Procedure
 1. Use a mirror so the child can see his whole body, and ask child to look and see what he sees.
 2. Teacher asks the following questions, supplying answers
 - a. I see with my_____
 - b. I smile with my_____
 - c. I blink with my_____
 - d. I talk with my_____
 - e. I clap with my_____
 - f. I snap with my_____
 - g. I walk with my_____
 - h. I wave my_____
 - i. I shrug my_____
 - j. I jump with my_____
 3. Repeat questions-child supplies answer
 - C. How to Record
 1. Use duration data sheet
 2. Record "C" for correct responses
 - D. When, Where, How Long
 1. Morning or evening
 2. Classroom
 3. 30 minutes each day--three times a week
- IV. Training
 - A. Recording-same as in baseline
 - B. Reinforcement-one token for correct response and social praise
 - C. Punishment-no token unless a correct response is given
 - D. Procedure
 1. Same as in baseline
 2. Tell the child a token will be given for each correct response

Program written by: Sherrel Hendrix

- I. Problem: Residents unaware of different colors
- II. Goal: Teach the difference between colors
- III. Baseline
 - A. Record when child chooses different colors correctly
 - B. Procedure
 1. Use a fishing pole with a magnet attached to the end of a string on it
 2. Cut out different color fish
 3. Tell the child that he is going to go fishing today
 4. Seat child in a chair and give him the pole
 5. Give him the verbal command (Example: Catch a red fish)
 6. Have him throw back any color fish except the one asked for
 7. Use a model to choose the correct color and have the teacher or aide reinforce the model for the correct response
 8. Then allow the child to choose the correct color only give him social praise
 9. A token is given only if the child chooses the correct color the first time
 - C. How to Record
 1. Use duration data sheet with child's name on it
 2. Use "C" for correct response
 - D. When, Where, How Long
 1. Morning, or Evening class time
 2. In the cottage classroom
 3. For 15 minutes 5 days a week
- IV. Training
 - A. Recording is the same as in baseline
 - B. Reinforcement
 1. One token for each correct response
 2. Social praise
 - C. Punishment is no token unless a correct response is given.
 - D. Follow up by going next to shapes and sizes.

Program written by: Sherrel Hendrix

- I. Problem: Residents cannot identify following objects:
Pencil, car, ball, dog, horn, block, clock,
pan, top, airplane, fork, spoon, and cup.
- II. Goal: Teach residents to identify the above objects
- III. Baseline:
 - A. Recording
 1. Number of times objects are correctly identified
 - B. Procedure
 1. Present two objects at a time and ask resident to tell you the name of one of the objects or to give you one
 - C. How to record
 1. Paper with objects typed on it
 2. Use "+" for correct
 3. Use "-" for incorrect
 - D. When, Where, How Long
 1. Morning
 2. Classroom
 3. Ten Minutes with each resident
- IV. Training:
 - A. Recording-same as above
 - B. Reinforcement-food and social praise
 - C. Punishment-no food for incorrect response
 - D. Procedure
 1. Ask resident to give you one of two objects which you have placed in front of him
 - E. Area covered is followed up withing the classroom

Program written by: Sherrel Hendrix

- I. Problem: Using profane language, getting out of seat without permission, talking when told to be quiet.
- II. Goal: Teach her not to use profane language, stop her from getting out of her chair without permission, and stop her from talking when told to be quiet.
- III. Baseline:
 - A. Recording--what to record
 1. Number of times uses profane language
 2. Number of times gets out of chair without permission
 3. Number of times talks out when told to be quiet
 - B. Procedure
 1. Tell resident she is not to use profane language
 2. Tell resident she is not to get out of chair without permission
 3. Tell resident she is not to talk when told to be quiet
 - C. How to Record
 1. Use Duration Data Sheet
 2. Use "C" for cursing (Using God with profanity)
 3. Use "G" for getting out of chair (removing hand, arm, leg, feet, buttocks from chair)
 4. Use "T" for talking out when told to be quiet
 - D. When, Where, How Long
 1. Morning
 2. Classroom
 3. Three ten minute periods in the morning each day
- IV. Training:
 - A. Recording same as above
 - B. Reinforcement
 1. Two tokens each ten minute interval for not getting out of chair
 2. Two tokens each ten minute interval without profane language
 3. Two tokens each ten minutes for not talking when told to be quiet
 - C. Punishment
 1. Splash water in face immediately
 - D. Procedure
 1. Tell resident things she is not to do
 2. Tell her about the token plan above
 3. Tell her that water will be splashed in her face if she does the above named things.

Program written by: C. Williams

- I. Problem: Cannot snap his pants
- II. Goal: Teach him to snap his pants
- III. Baseline:
 - A. What is to be recorded: Every correct or incorrect response
 - B. How to record: V for correct and OV for incorrect
 - C. When: Every day
 - D. Where: Cottage Classroom
 - E. How Long: Minimum of three days
- IV. Trainings:
 - A. Recording
 - 1. Each day until goal is reached
 - 2. Use response chart
 - B. Reinforcement
 - 1. Tokens
 - 2. Social Praise
 - C. Punishment--no tokens or social praise
 - D. Procedures:
 - 1. Have resident standing and trainer standing behind him
 - 2. Put thumb inside and hold with a finger
 - 3. With other hand hold other side of pants with thumb inside and first 2 fingers outside on top of other thumb
 - 4. Have the snap on top of the other snap and have resident press together
 - 5. Have the snaps pointed and complete other steps
 - 6. Have pants completely apart and have resident snap them

Program written by: Pat Giles

- I. Behavior to be Changed:
 - A. Tearing his clothes off
 - B. Tearing bedding
- II. Baseline:
 - A. What is to be recorded
 - 1. Number of times James tears his own clothes
 - 2. Number of times James tears bed clothes
 - B. Procedure:
 - 1. Observe James on each shift, noticing how many times he tears clothes
 - 2. Give no special instruction
 - C. How to record
 - 1. Record each time he tears an article of clothing or bed clothes
 - D. When, Where, How long
 - 1. Recording on each shift
 - 2. For one week
- III. Training:
 - A. Recording
 - 1. How--same as baseline
 - 2. To be done weekly
 - B. Reinforcement
 - 1. Social Praise
 - C. Procedure
 - 1. Explain to resident what is expected of him and what will happen if he tears clothes.
 - 2. If he tears clothes he will be placed in time-out for 5 minutes or until calm, with door locked
 - E. Follow-up
 - 1. Baseline will be run periodically

Program written by: C. Williams

I. Problem

- A. Cannot put on coat correctly

II. Goal

- A. Putting on coat correctly

III. Baseline

- A. What is to be recorded: whether or not the coat is on correctly (both arms are in the correct place and the coat is buttoned.)

- B. Procedure

- 1. Tell the resident to "Put on your coat"
- 2. Do not help or give reinforcement

- C. How to record

- 1. Use a response chart
- 2. Use OV for incorrect; V for correct

- D. When and where: classroom

- E. How Long

- 1. Over a period of weeks

IV. Training

- A. Recording

- 1. Every session (correct or incorrect response)
- 2. Use response charts
- 3. Use V and OV for recording

- B. Reinforcement

- 1. One token for each correct step (have child earn from 2-4 tokens, then stop and let them be traded for variety of food.)
- 2. Social praise

- C. Punishment

- 1. no reinforcement

- D. Procedure

- 1. Using a demonstration
- 2. Have resident standing with coat completely on and unbuttoned.

3. Have top corner of coat folded outward onto shoulder
4. Give command (name of resident) "Put on your coat"
5. Guide resident's hand to top corner of coat and aid him in pulling coat into correct position
6. Gradually fade physical prompt
7. Resident must unfold corner of coat five times without help before going to another step.
8. Have coat folded over shoulder; give command "Name of resident, Put on your coat, and follow same procedure as the steps listed below"
9. Have coat with elbow showing. Continue with the same procedure as the steps listed below.
10. Have coat with wrist out of the sleeve
11. Have hand completely out of right sleeve
12. Hand down and arm hole opened assist resident in finding the arm hole and putting his arm in the hole. After resident has learned the steps to one side have him do the opposite until he can do each five times correct.
13. Lay coat across bed or bench with one corner showing and have resident pick up the coat and put it on.
14. Have coat laying with both corners showing and have resident put on coat.

E. Follow-up

1. When resident can put his coat on ten times correctly, fade out reinforcement and use social praise.
2. Re-check at least one time a week.

Program written by: Dorothy Johnson

- I. Problem
 - A. Children will not play cooperatively rolling a ball to each other.
- II. Goal
 - A. Teach children to sit on floor and roll the ball from one person to another.
- III. Baseline
 - A.
 1. What is to be recorded: whether or not the children roll the ball correctly; correctly is: when the ball does not leave the floor and reaches trainer
 2. Whether or not child stays in seated position in his placed position in the circle
 - B. Procedure
 1. Have children sit in a circle around trainer
 2. Roll the ball to resident
 3. Command the resident "Roll the ball to me"
 4. Record whether or not the resident rolls the ball back to trainer
 5. Give no reinforcement or special instructions
 - C. How to Record
 1. Use tally sheet recording
 - D. When
 1. Afternoon Recreation Class
 - E. How Often
 1. Every day for 5 days
- IV. Training
 - A. Recording
 1. Same as in Baseline
 2. When: every day
 - B. Reinforcement
 1. M & M
 2. Social praise
 - C. Punishment
 1. Leave room for two minutes

D. Procedure

1. Have children sitting in circle around trainer
2. Explain to children that they must stay seated in the circle
3. Clockwise around the circle, rolling the ball to each child
4. If children move from circle, refuse to release ball within five seconds or throw ball away from trainer, they lose a turn and do not get reinforced.

V. Follow-Up

- A. Teach children to roll ball from themselves to another child.
- B. Work on other cooperative play skills.

Program written by: Phenoid McClure

- I. Problem
 - A. Residents will not play together and take turns
- II. Goal
 - A. To teach the residents how to play together and take turns
- III. Baseline
 - A. Whether or not the residents take turns and play together.
 - B. Procedure
 - 1. Tell residents to line up in designated positions and stay in line
 - 2. Tell residents to shoot the ball
 - 3. How to record
 - a. event response chart
 - b. Use OV for incorrect response and V for correct response.
 - C. When, where, and how long
 - 1. Morning and afternoon sessions
 - 2. Until resident loses interest
- IV. Training
 - A. Recording
 - 1. every session (same method as in baseline)
 - B. Reinforcement
 - 1. Variety of food and social praise
 - C. Punishment: no reinforcement
 - D. Restitution--have residents sit out a turn.
 - E. Procedure
 - 1. Line residents up in designated positions
 - 2. Give the ball to the resident that is in the position to shoot the ball.
 - 3. Tell resident to shoot the ball.
 - 4. Give residents instructions for switching positions unaided.
 - F. Follow-Up
 - 1. Introduce other Cooperative play games.

Program written by: Marjorie Caddy

I. Problem

- A. Disorder in hall area
- B. Hair pulling, pinching, and biting
- C. Yelling

II. Goal

- A. Order in hall area, girls sitting on bench
- B. Eliminate hair pulling, pinching, and biting
- C. Girls quiet

III. Baseline

A. What is to be recorded

- 1. Whether or not residents sitting on bench or not. Buttocks are to be on bench with legs down.
- 2. Record if hair pulling (touching hair), pinching or biting is occurring at end of 5 minutes intervals.
- 3. Girls may talk to one next to them on either side.

B. Procedure

- 1. Divide residents into two groups. One group to sit on bench in hall, one group to sit in room watching T.V.; some residents will be used in the kitchen for part of period. Different residents are used each day.
- 2. Go to hall, tell residents to sit on bench; then record. Tell residents to sit down and watch T.V.
- 3. Give no special instructions to residents.
- 4. Continue usual tooth brushing and hair brushing procedures and methods dealing with residents.

C. How to Record

- 1. List residents' names (by groups) down side of page
- 2. Across top of page have these categories:
 - a. sitting on bench
 - b. aggression
 - c. yelling
- 3. At 5 minute intervals record if resident is sitting on bench or not.

4. At 5 minute intervals use placheck recording to check if aggressive behavior or yelling is occurring for 30 minutes.

D. When, where, and how long

1. Recording takes place in hall and during tooth-brushing and hair brushing after breakfast.
2. Take baseline a minimum of mornings.

IV. Training

A. Recording

1. How
 - a. same as in baseline
2. When
 - a. record once a week

B. Reinforcement or reward

1. Tokens given at the end of each 5 minute interval for those who have not exhibited inappropriate behavior
2. Tokens will be traded in for M & M's every 15 minutes.

C. Punishment

1. Group watching T.V. (same as in baseline) remove from room to bench in hall.
2. Ignore inappropriate behavior in hall unless resident is getting hurt. If resident is being hurt, have resident hurting child to stand in corner for 5 minutes.

D. Procedure

1. Explain to residents what is expected of them and what will happen if they do not follow directions.
2. Residents will be divided as in baseline. Residents watching T.V. will stay in chairs, not up walking around, or pulling hair, pinching or yelling. They are to be checked at 5 minute intervals; all appropriate behavior is to be rewarded at this time also social praise given.
3. Second group will sit on bench in hall until called to do something else.
4. Any good behavior is to be followed immediately with social praise.

Program written by: Dorothy Johnson

I. Problem

A. These residents do not know how to tie their shoes.

II. Goal

A. To teach these residents the simpler way to tie their shoes.

III. Baseline

A. What is to be recorded: Record V for every correct response to the command, "Tie your shoe."; OV for incorrect.

B. Procedure: Have shoe on table in front of resident completely untied; give the command, "Tie your shoe."

C. How to record: On Response Chart

D. When: every day

Where: classroom

How Long: minimum of 2 days

IV. Training

A. Recording:

1. when-every day during morning classroom

2. how-response chart

3. how often-early day

B. Reinforcement: food and social praise

C. Restitution: none

D. Punishment: if resident wants to play or refuses to tie his or her shoe, send from classroom for five minutes

E. Procedure: Have shoe on table in front of resident completely untied, laces laying to sides of shoe.

Steps:

1. Reach across shoe (opposite hand) pick up shoe lace

2. Reach across shoe (opposite hand) pick up other shoe lace

3. Pull laces up until crossed

4. Put one lace through hole, grasp and pull.

5. Using both hands, make one loop

6. Pick up other lace bring around thumb and loop, placing lace between thumb and forefinger

7. Use forefinger and push loop through hole

8. Pull forefinger out of hole and turn loose of bow

9. Grasp loops with thumb and forefinger and pull.

Conclusion

What have I learned? I could not possibly write all that I have acquired concerning the subject of behavioral modification.

To my surprise, I found out that behavior modification does not just apply to mentally retarded children. It also includes the traffic fines that are given by our society in order to change behavior. Who would have thought that dieting could also be found in the modification program?

I hope that I have given a better look at this new idea in education and because of my profession, I feel that I can benefit by the use of it in the classroom.

FOOTNOTES

- ¹ McMillian, Don L., Behavior Modification In Education, London, 1973, Collier-McMillian Publishing Co.
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