# INDEX

A	Applied behavior analysis, 42
A-B-C Model	Approximations, 154–155
application to school situations, 302	Arrangement of reinforcers, 151
feelings/behavior data, 310–311	Artificial reinforcers, 145, 146
generally, 299–302	Assessment
irrational beliefs, 300–302	belief assessment for noncompliant
rational beliefs, 299–302	students, 121, 122
recording in functional behavioral	beliefs, 328–336
analysis, 101–106	data. See Data for assessment
social-cognitive approach, 51–52	Dead Man's Test, 87–90
stress management, 369	direct assessment of the environment, 47
teacher's attending-to-student behavior,	self-assessment, 288–289
395, 396	stress and behavioral issues, 365
Accountability	of student learning, 18–19
classroom management, 25–26, 38	student progress. See Measuring student
defined, 25	progress
for student progress, 219–220	teacher checklist/self-assessment, 390, 391
Activity reinforcers, 144, 145	Assigned tasks, 10
Adaptation of social skills, 269–270	Attending, defined, 52
AFROG procedure, 319, 320, 321	Attention for non-task-related behavior,
Aggressive student behavior, functions served	17–18
and adaptive replacement behaviors, 100	Authentic practice of social skills, 264–265,
Aim date, 242–244	271
Alarm reaction, 366	Availability heuristic theory, 345–346
Albert and the White Rat study, 57	Avoidance behaviors, 68, 201
Alternative behaviors, 191	Awareness of behavior, 112–113
American Foundation for Suicide Prevention	
(AFSP), 362	В
Anger, emotional states contributing to	Baseline data, 226
maladaptive behavior, 114, 116	Beck Hopelessness Scale, 330
Anger management, 376–377, 381	Behavior Intervention Plan (BIP), for social
Antecedents	skills, 253
aversive consequences of punishers, 32	Behavior management, purpose of, 21
defined, 32, 66	Behavior modification. See also Punishment
environmental factors in behavior	bribery, 64
problems, 5, 31	defined, 42, 65
manipulation to prevent problem	effectiveness of, 63
behavior, 32–33	extinction, 70
recording in functional behavioral	myths and misconceptions, 61-64
analysis, 102–104	negative reinforcement, 68–69, 71–72
Anxiety, emotional states contributing to	operant conditioning and, 43, 65–67
maladaptive behavior, 114, 116	positive reinforcement, 67–68
Apathy, 201	pragmatism, 63
Application of social skills 269	punishment, 70–72

reciprocal relationships, 72–73	Chaining student behavior
symptom substitution, 63–64	self-motivation, 292
systematic application, 65	strengthening behavior, 161–163
systematic use of rewards, 62	teaching behavior problems, 404
token reinforcement, 62	Change agent
Behavior reduction procedures, 185–190	scientist/researcher as, 57
Behavior rehearsal, 50	subject/student as, 59-60
The Behavior of Organisms (Skinner), 57	teacher/therapist as, 57–59
Behavioral approach to behavior	Changes, deciding how to make, 95–131
management	diagnosing behavior problems, 96–99
case study, 43–47	functional behavioral analysis, 99–100
demonstrated efficacy, 47	functional behavioral analysis,
direct assessment of the environment, 47	completing, 101–110
operant conditioning, 43	Pre-Mod analysis, 110–131
operational steps, 46–47	Changes to make, 75–94
overview, 42	constructs, 77–79
strengths and limitations of, 47–48	judging behaviors, 81–84
target behavior, 47–48	performance objectives, 90–93
Behavioral correlates, 115, 116	pinpointing, 79–81
Behavioral model, 97	sociocultural considerations, 84–86
Behavioral rehearsal, 380	steps to follow, 93–94
Beliefs	targeting behaviors, 86–90
assessment construction, 330–334, 335–	Changing scene of reactive/positive
336	approaches, 56–60
assessment for noncompliant students,	Cheating with self-reinforcement, 285–288
121, 122	Children
behavior and, 299	early achievement as stressor, 363
competency that disputes belief, 306	early independence as stressor, 362–363
competency that generates rational belief,	exposure to stress, 363
306	The Children's Negative Cognitive Error
disputing, 306, 318–320	Questionnaire, 330
generation of, 306, 320–322	The Children's Self-Efficacy in Peer
irrational. See Irrational beliefs	Interactions Scale, 330
learning, 302–303	Children's Survey of Rational Beliefs: Form B
mediating, 317–318	Ages 7–10, 330
rational, 299–302	Children's Survey of Rational Beliefs: Form C
reasons for keeping, 319–320	Ages 10–13, 330
unlearning, 303–307	Classical conditioning, 65–66
Brainstorming, 353, 369	Classroom
Bribery, 64	environment, 5, 28–29
Broken record technique, 90	purpose of management, 21
Buddies to help slower students, 38	student participation in, 37
buddles to help slower students, 50	Cognitions, 67
C	Cognitions, 67  Cognitive behavior modification
Can't: No Info, 258	applications, 327–328
Can't: Not Mastered, 257, 258	A-B-C Model, 299–302
CAP (criteria for acceptable performance),	belief assessment, 328–336
92–93	beliefs, learning, 302–303
Case study, behavioral approach to behavior	beliefs, unlearning, 303–307
management, 43–47, 50–54	beliefs and behavior, 299, 300
Caveat emptor, 323–327	caveat emptor, 323–327
Carcat Chipton, 323-321	caveat chipton, 323-321

cognitions, 298 Fairy Tale thinking, 52, 313–316, 326, 328, 329, 403 competencies for changing thinking behavior. See Thinking behavior, I stink! thinking, 312–316, 325, 328, 329 irrational beliefs, 311-318 competencies for changing defined, 42 Namby Pamby thinking, 313–316, 326, development of, 56 328, 329, 402 helpful hints for using, 354-358 Robot thinking, 313, 314–316, 325, 328, level system for reinforcement, 355, 356 329, 402–403 measuring student progress, 358–360 You stink! thinking, 312–316, 325, 328, uses for, 297-298 329, 402 Cognitive events, 298 Cost contingency, 208–211 Cognitive modeling, 340 Council for Children with Behavioral Cognitive processes, 298 Disorders, 186 Cognitive restructuring Covert positive reinforcement, 290–291 measuring student progress, 358–359 Covert rehearsal, 380 to modify feelings and behavior, 305, 309 Covert self-instruction, 340 Criteria for acceptable performance (CAP), stress management, 375, 380 unlearning beliefs, 303–307 Cognitive structures, 298 Criticism trap, 202 Cognitive-psychological interventions for Cue sort technique, 119–120 stress, 368, 373–374 Cultural considerations in determining Competing activity, 148 maladaptive behavior, 84-86 Competing behaviors, 89 Cultural relevance of lessons, 12–13 Conceptual framework stage of stress-Curiosity, arousing for learning, 11 inoculation training, 374, 375, 376–378 D Conditioned suppression, 201 Dangles, 23–24 Conflict of interest in behavior management Data, defined, 226 problems, 167 Consequence of operant behaviors, 66 Data for assessment Consequences of target behavior vs. analyzing and interpreting the data, maladaptive behavior, 118–120 241 - 248Constructs baseline, 226 defined, 77 collecting the data, 222–225, 226–232 to describe student behavior, 78-79 displaying the data, 235–241 interpreting factual events, 78 frequency data, 225, 231–232, 234, 235 Jack and the construct, 76-77, 78 intervention, 226 reasons for using, 77–78 plotting data, 236–239, 244–245 Contingency contracting, 58, 404 summarizing the data, 232–235 Contingency for receiving rewards, 137 Dead Man's Test, 87–90 Contingency management of Grandma's Demonstrated efficacy, 47 Rule, 169–170, 171 Depression, emotional states contributing to Continuous measurement of student maladaptive behavior, 114, 116 learning, 18–19 Deprivation and reinforcers, 138 Continuous sampling of student behavior, Describing competencies, 75 229 Desist for misbehaving students, 22–23 Continuous schedule of reinforcement, 138, Destination, target behavior as, 91 Development and Implementation of Leveled Behavior Management Systems (Sugai & Control of behavior by students, 113–117 Core beliefs Colvin), 182 Doomsday thinking, 313–316, 326, 328, Diagnosing Basic Skills (Howell & Kaplan), 329, 403 111

Diagnosing behavior problems, 96–99	Escape behaviors, 68, 201
Diaphragmatic breathing, 371–372	Eustress, 366
Differential omission of undesirable behavior, 193–195	Evaluating Exceptional Children (Howell et al.), 110–111
Differential reinforcement, 155–156, 190–193	Evaluating stage, Pre-Mod, 124, 126, 127
Differential reinforcement interval (DRI), 395	Event recording, 227, 230, 231
Differential reinforcement of incompatible/	Executive function, 381
alternative behavior (DRI/A), 191–193,	Exercise for stress management, 372–373
195–196	Expectations of behavior, 111–112
Difficulty of content, emphasis of, 14–15	The Explosive Child (Greene), 381
Direct instruction, 16, 59	Externalizing behaviors, 254
Direct measurement of student learning,	Extinction
18–19	comparisons to other methods, 72
Direct observation of student behavior, 227	defined, 70
Discussion, 35	examples, 70
Disruptive student behavior, functions served	operant technique, 46
and adaptive replacement behaviors, 100	weakening behaviors, 196–200, 209
Distal setting events, 33	Extinction burst, 46, 197
DISTAR learning programs, 59	Extortion used by students, 176
Does-do line, 246–248	Extra-strength motivation, 278
Doomsday thinking, 313–316, 326, 328, 329,	Extrinsic motivation
403	defined, 6, 134, 277
Due process for behavior reduction	examples, 7
procedures, 186	practices to promote on-task behavior, 5
Duration of behaviors, 227, 228	purpose of, 134
Duration of behaviors, 227, 220	rewards, 8, 19
E	self-motivation vs., 278–279
Ecosystem considerations in deciding target	steps to get started, 20
behavior, 90	on-task behavior, 20
Effect, operant behaviors, 66	Extrinsic rewards
Elicited aggression, 201	are not bribery, 64
Emotional environment, 29	freedom of choice, 64
Emotions, 67	freedom of choice, 64
	F
Enthusiasm of teachers, for student learning,	
11	Faded overt self-guidance, 340
Entitlements, 177	Fading behavior, 158–161, 404
Environmental practices	Fair-pair behaviors, 88–89
antecedents and setting, 5	Fairy Tale thinking, 52, 313–316, 326, 328,
classroom, 5, 28–29	329, 403
classroom design, 5	Family
classroom rules, 29–30	changing family unit as stressor, 363
Kounin's classroom management	early independence as stressor, 362–363
approach, 5, 21–28	student with adjustment problems and
manipulating antecedents, 31–33	family stressors, 364
modeling and impact of, 55	suicide and family unit, 362
A New Learning Environment (Cohen), 59	Fast-paced instruction for presenting
routines, 30–31	material, 16–17
setting events, 31, 33–35	Feedback
social/emotional, 29	intrinsic motivation, 9
transitions, 31	novel prompts for giving, 18
Equal-interval chart, 236–238	self-motivation, 293

Feelings advantages of using, 168 application to students, 167-168 caused by thinking, 305, 308–309 identify events associated with, 305, background, 57, 166 self-motivation, 293-295 Groups recognize own feelings/behaviors, 305, 309-310 group alerting, 26 strong/mild feelings can be helpful/ small groups for teaching, 15, 38 harmful, 305, 307-308 stimulus/response units, 15-16 Fight-or-flight stage, 366–367 Н Fixed schedule of reinforcement, 138, 149 High-frequency behavior, 166 Fixed-interval schedule of reinforcement, 152 - 153Holistic stress management, 368, 369 Fixed-ratio schedule of reinforcement, Holistic view of human behavior, 54 151 - 152Home, stress in the, 363 Flip-flops, 24 Hypotheses. See also Theories Fluency functional behavioral analysis, 104-105 self-motivation, 292 testable explanation, 105–106 social skills, 268 testing, 107-108 Formative measurement, 220–225 Fragmentation, 25, 37 Free operant behaviors, 104 I stink! thinking, 312–316, 325, 328, 329 Frequency data, 225, 231–232, 234, 235 IDEA (Individuals with Disabilities Education Act), 91, 181, 189 Frequency of behaviors, 227, 228, 231–232 Functional behavioral analysis IEP. See Individualized Education Program defined, 98 generating hypotheses, 104-107 Immunity to consequences, 2 getting started with, 35 Impulsivity, emotional states contributing to good news/bad news, 108-110 maladaptive behavior, 114, 116 history of use, 99 Incentives, 181 maladaptive behavior examples, 100 Incompatible behaviors, 89, 191 observing and recording, 101-104 Independent seatwork, 35 teacher competencies for conducting, 110 Individualized Education Program (IEP) testing the hypotheses, 107-108 performance objectives for academic uses for, 99 behaviors, 91 Functional behavioral assessment, 44 for social skills, 253 student expectations, 181–182 G Individuals with Disabilities Education Act (IDEA), 91, 181, 189 Games for learning, 11 Informed consent for behavior reduction Gender and intrinsic motivation, 9 General adaptation syndrome, 366 procedures, 186–187 Generalization Injury behaviors, 201 positive reinforcement, 139 Inner speech, 298 self-motivation and, 280 Inoculation stage of stress-inoculation social skills strategies, 272-274 training, 375, 380-383 strengthening behavior, 183–184 Instructional approach, identification of, 14 Glance and record, 230, 234 Instructional objective, 90 The Intellectual Achievement Responsibility Goal setting, 274 Good news/bad news Questionnaire, 330 functional behavioral analysis, 108-110 Intensity of behaviors, 227, 228 Interfering values, beliefs, emotions, and Pre-Mod analysis, 128-131 Grandma's Rule behaviors, 256

U	Index	
	Internalizing behaviors, 254	Kounin's classr
	Interpersonal problem, 347	21–28
	Interval sampling, 229–230	_
	Interval schedules of reinforcement, 151	L
	Intervention data, 226	"A Laboratory
	Intrapersonal problem, 347	Peter" (Jones)
	Intrinsic motivation	Latency of beh
	assigned tasks, 10	Law of Effect (T
	certainty of success, 9	Law of Reinford
	defined, 6, 277–278	Learned helple
	examples, 7	Learning
	extra-strength, 278	continuous
	feedback, 9	direct measu
	gender differences, 9	Lecturing, avoi
	for improving retention and	Level system
	generalization of learning, 7–8	reinforceme
	learning as successful experience, 14–19	modificati
	mastery of the task, 9	strengthenir
	practices to promote on-task behavior, 5	Life Events Che
	relevance of lessons, 12–13	Locus of contro
	research findings, 6–10	defined, 120
	rewards, 8	self-motivat
	self-determination, 8	The Locus of Co
	steps to get started, 19	Low-frequency
	stimulating experience for learning, 10–12	
	student achievement and, 7	M
	tangible reinforcement, 8	Maintaining be
	using social skills, 256–257	Maladaptive be
	Intrusive behavior reduction procedures, 187	changing. So
	Involvement in lessons to encourage student	make
	learning, 12	defined, 83
	Irrational beliefs	So What? Te
	A-B-C Model, 300–302	Means to an en
	core irrational beliefs, 311–318	Measuring stuc
	examples, 300–301	accountabili
	illogical or untrue, 300	analyzing ar
	unlearning, 303–304	241–248
	J	cognitive be
		collecting th
	Jack and the construct, 76–77, 78	displaying tl
	Jerkiness of instruction, 23	monitoring,
	Journal of Abnormal Child Psychology, 298	stress manaş
	Journal of Applied Behavior Analysis, 58	summarizin
	Judging behaviors	summative
	maladaptive behavior, 83–84	220–225
	rule violations, 81–82	Mediating belie
	So What? Test, 83–84, 187	Mind control, (
	Judging competencies, 75	Minority stude
		Modeling

K

Kid Mod, 60

oom management styles, 5,

Study of Fear: The Case of ), 57aviors, 137-138, 227, 228 Thorndike), 57 cement, 57 essness, 201 measurement of, 18-19 urement of, 18-19 iding, 12 ent of cognitive behavior ion, 355, 356 ng behavior, 178-182 ecklist (LEC), 365 ol tion and, 281 ontrol Scale, 330 behavior, 166

ehavior, 45 ehavior ee Changes, deciding how to est, 83–84, 187 id, 99, 109 dent progress, 219-249 ity, 219–220 nd interpreting the data, ehavior modification, 358-360 ne data, 226–232 he data, 235-241 225-248 gement program, 383-384 g the data, 232-235 vs. formative measurement, efs, 317-318 63 ent culture-bound behaviors, 85 cognitive, 340

defined, 50

of desired behavior, 139-140	On-task behavior
social skills, 259	defined, 5
teacher modeling of stress management,	environmental practices, 5
384	increasing, 4–10
Momentary differential reinforcement	motivational practices, 5
(MDRO), 193, 194, 405	self-motivation, 283–285
Momentary-interval sampling, 230	Operant, defined, 66
Momentum of instruction, 23	Operant aggression, 201
Monitoring to measure student progress,	Operant behaviors, 66
225–248	Operant conditioning
analyzing and interpreting the data,	behavior modification and, 65–67
241–248	behavioral approach to behavior
collecting the data, 226–232	management, 43
displaying the data, 235–241	extinction, 46
summarizing the data, 232–235 Motivation	rewards and, 57
defined, 6	systematic application, 65
extrinsic. See Extrinsic motivation	token reinforcement, 58, 59 Overcorrection, 211–213
intrinsic. See Extrinsic motivation	Overdwelling, 25
self-motivation. See Self-motivation	Overlapping, 23
sen-motivation. See sen-motivation	Overt external guidance, 340
N	Overt self-guidance, 340
Namby Pamby thinking, 313–316, 326, 328,	Overt sen-guidance, 540
329, 402	Р
Naturally occurring reinforcers, 145–146	Pain control, 53–54
Negative reinforcement	Performance objectives, 90–93
comparisons to other methods, 72	criteria for acceptable performance
defined, 68, 134	(CAP), 92–93
examples, 68	purpose of, 91
maladaptive behavior and, 99	for social behaviors, 91–93
positive reinforcement vs., 69	special education, 91
punishment vs., 71–72	Personal fable, 324
reciprocal relationships, 45	Personalizing content, 11
The Network of Relationships Inventory, 330	Physical environment in the classroom,
A New Learning Environment (Cohen), 59	28–29
The New Multidimensional Measure of	Pin the Punctuation Mark on the Sentence,
Children's Perceptions of Control, 330	11
Noncompliance behavior, functions served	Pinpointing
and adaptive replacement behaviors, 100	defined, 79
Noncontingent reinforcement, 137	examples and non-examples, 80
Nonpunitive interruption of maladaptive	maladaptive, 80
behavior, 200	sociocultural considerations, 86
0	Stranger Test, 79–81
Objective, teaching to an, 15	target behavior, 80
Observational learning, 50	Planned ignoring, 199
Observing in functional behavioral analysis,	Polling students, 13
101–104	Positive behavior management, 4–10, 41–60
Off-task behavior	behavioral approach, 43-48
functions served and adaptive	changing scene, 56–60
replacement behaviors, 100	increasing student on-task behavior, 4-10
self-motivation, 283–285	social-cognitive approach, 48-56

Positive practice, 212	measuring student progress, 359–360
Positive reinforcement	planning, 353–354
comparisons to other methods, 72	reasons for, 346
covert positive reinforcement, 290–291	recognizing a problem, 347-349
defined, 67, 134	uses for, 339
examples, 67	Procedures in the classroom, 30–31
maladaptive behavior and, 99	Progress measurement. See Measuring
negative reinforcement vs., 69	student progress
rules for using, 137–140	Progressive relaxation training, 372
Pragmatism, 63	Proximal setting events, 33
Praise for non-task-related behavior, 17–18	Psychology as a Behaviorist Views It (Watson),
Predictable classroom environment, 29	57
Premack Principle	Psycho-medical model, 96–97
background, 57	Punished by Rewards (Kohn), 64
contingency contracting, 58	Punishment
contingency management, 169–170, 171	aversive consequences, 32
Grandma's Rule. See Grandma's Rule	comparisons to other methods, 72
overview, 166	defined, 70
Pre-Mod analysis, 110–131	examples, 71
good news/bad news, 128–131	negative reinforcement vs., 71–72
history of use, 98–99	overcorrection, 211–213
prerequisites, 111–123, 396–401, 405–407	punisher, defined, 70
sample worksheet, 130–131	reinforcement of bad behavior, 45
stages, 124–126	reprimands, 206–208
teacher competencies, 126–128	response cost, 208–211
teacher maladaptive behavior, 405–407	time-out, 213–216
teacher's attending-to-student behavior,	using effectively, 204–205
396–401	when to use, 204
Preparing Instructional Objectives (Mager), 91	Punitive behavior management, 1–3
Prerequisite deficit, 111	consequences of, 2–3
Prerequisite modification. See Pre-Mod	school practices, 2
analysis	use of, 3
Primary change agent, 55	Punitive practices, 201–216
Primary reinforcers, 140–142	overcorrection, 211–213
Proactive behavior management, 4–10	reprimands, 206–208
increasing student on-task behavior, 4–10	response cost, 208–211
reactive behavior management vs., 4	time-out, 213–216
Proactive responses, 390–401	using effectively, 204–205
Probable cause-and-effect relationship, 33	when to use, 204
Problem	
defined, 347	Q
interpersonal, 347	Questions
intrapersonal, 347	antecedent, 33
Problem solving	The Children's Negative Cognitive Error
availability heuristic theory, 345–346	Questionnaire, 330
competencies, 347–354	The Intellectual Achievement Responsibility
defined, 346–347	Questionnaire, 330
defined problems and goals, 349–350	question-asking teacher behavior, 394
direct instruction approach, 348–349	R
evaluating solutions, 352–353	Ratio schedules of reinforcement, 151
generating alternative solutions, 350–351	Rational beliefs, 299–302

Rational thinking, internalizing, 306, 322–323	naturally occurring, 145-146
Reactive behavior management, 1–3, 41–60	primary, 140–142
behavioral approach, 43–48	secondary, 140, 141, 142–146
changing scene, 56–60	social, 139, 142, 143
consequences of, 2–3	tangible, 142–144
proactive behavior management vs., 4	token, 144–145
school practices, 2	Relaxation training stage of stress-
social-cognitive approach, 48-56	inoculation training, 375, 378-380
use of, 3	Relevance of content for student learning,
Reactive responses, 390–401	12–13, 37–38
Recess, social skills needed at, 254	Reminder strategies of social skills, 271–272
Reciprocal determinism, 49	Reprimands, 206–208
Reciprocal relationship	Researcher to change agent, 57
defined, 72	Respondent conditioning, 65–66
examples, 73	Response cost, 175, 208–211
negative reinforcement, 45	Restitution, 212
Recitation, 35	Restrictive behavior reduction procedures,
Recording functional behavioral analysis,	187
101–104	Rewards
Redirection, 200	for behavior management, 62
Reinforcement	defined, 67
for behavior management, 60	entitlements, 177
differential, 155-156, 190-193	extrinsic, 8, 19, 64
differential reinforcement interval (DRI),	for following instructions, 36–37
395	intrinsic, 8
differential reinforcement of	only for acceptable behavior, 137, 138
incompatible/alternative behavior	operant conditioning, 57
(DRI/A), 191–193, 195–196	Punished by Rewards (Kohn), 64
extrinsic, 19	Ripple effect, 22, 23
Law of Reinforcement, 57	Robot thinking, 313, 314–316, 325, 328, 329,
level system, 178-182, 355, 356	402-403
momentary differential reinforcement	Role-playing
(MDRO), 193, 194, 405	anger-provoking, for stress inoculation,
negative. See Negative reinforcement	382
noncontingent, 137	assessing assertive behavior, 118
positive. See Positive reinforcement	cognitive behavior modification, 355-356
of the punisher, 201	learning social skills, 265–266, 270–271
schedules, 138, 147-154	Room scanning, 390, 392
self-reinforcement. See Self-reinforcement	Routines in the classroom, 30–31
shifting criteria for, 156–157	Rules in the classroom
of social skills, 256, 273-274	examples, 82
tangible, 8	getting started with, 30
token reinforcement, 58, 59	judging behaviors, 81–82
whole-interval differential reinforcement	prison rules, 30
(WDRO), 193–195, 405	purpose of, 29
Reinforcers	student involvement in writing, 29-30
activity, 144, 145	teaching of the, 30
artificial, 145, 146	
choosing, 146–147	S
defined, 67	Sampling student behavior
least-artificial and least-intrusive, 139	continuous, 229

interval, 229–230	self-assessment, 288–289
momentary-interval, 230	self-monitoring, 289–290
whole-interval, 230	self-reinforcement, 290-291
Satiation, 27, 148	steps to get started, 21
Schedule	student contract, 295
continuous schedule of reinforcement,	student responsibility for, 21
138, 147	teaching, 291–293
fixed schedule of reinforcement, 138, 149	three-stage model, 280–281
fixed-interval schedule of reinforcement,	two-stage model, 280–281
152–153	Self-praise, 404
fixed-ratio schedule of reinforcement,	Self-regulated behavior, 55
151–152	Self-regulatory behavior change, 50
interval schedules of reinforcement, 151	Self-reinforcement
moving from one schedule of	cheating with, 285–288
reinforcement to the next, 153–154	choosing the reinforcer, 290
ratio schedules of reinforcement, 151	covert positive reinforcement, 290–291
of reinforcement, 147–150	student responsibility for, 283
Stressful Life Events Schedule (SLES), 365	Self-stimming behavior, 193
variable schedule of reinforcement, 138,	Setting events
149–150	calling-out behavior, 33–34
variable-interval schedule of	defined, 33
reinforcement, 152–153	distal, 33
variable-ratio schedule of reinforcement,	environmental factors in behavior
151, 152	problems, 31
Scientist to change agent, 57	examples, 34
Seatwork variety and challenge, 27–28, 37–38	functional behavior analysis, 35
Secondary reinforcers, 140, 141, 142–146	manipulation to prevent problem
Self-assessment, 288–289	behavior, 34–35
Self-determination, 8	proximal, 33
Self-instructional training, 340–343	Shaping student behavior, 154–158, 159
helpful hints for using, 341, 343	Shaping teacher behavior, 404
measuring student progress, 359	Should-do line, 221–222, 241–246
purpose of, 59	Skillstreaming program, 259
stages to control hyperactivity and	Slowdowns, 24–25, 37
impulsivity, 340	Smoothness of instruction, 23, 37
Think Aloud materials, 341	So What? Test, 83–84, 187
training program, 341, 342	Social behavior/social skills, 251–275
uses for, 339	adaptation of, 269–270
Self-management. See also Self-motivation	application of, 269
defined, 282	authentic practice, 264–265
getting started, for teachers, 28	categories and examples of, 253
teaching before cognitive behavior	choosing what to teach, 253–255
modification skills, 357	in-context lessons, 261–263
Self-monitoring, 282–285, 289–290	defined, 252
Self-motivation, 277–295	diversity considerations, 266–267
	•
components, 282–288	extended practice, 270–272
events, 5	externalizing behaviors, 254
extrinsic motivation vs., 278–279	fluency of social skills, 268 generalization planning, 274
Grandma's Rule, 293–295	
power of, 280 rationale for using, 279–282	generalization strategies, 272–274
ranonale for using, 4/9-202	internalizing behaviors, 254

lesson components, 258–261 response frequency and duration, 150–153 lesson plan, finishing, 265–266 schedules of reinforcement, 147–150 lesson types, 261–263 shaping, 154–158, 159, 404 published programs, 267, 268 token economy, 170–178 reason for teaching, 251–252, 258 Stress, defined, 366 recess social skills needed, 254 Stress inoculation, 374–383 stand-alone lessons, 261–263 cognitive restructuring stage, 375, 380 student need for skill information, 258-265 conceptual framework stage, 374, 375, supervised practice, 263–264 376 - 378defined, 374 teasing, dealing with, 266–267, 377 why a social skill is not used, 255–257 inoculation stage, 375, 380–383 Social environment, 29 relaxation training stage, 375, 378–380 Social reinforcers, 139, 142, 143 stress-script stage, 375, 380, 381, 401, 402 Social-behavioral interventions for stress, Stress management, 361–385 368, 374 cognitive-psychological skills, 368, 373– Social-cognitive approach to behavior 374 management, 48-56 concepts precluding stress-management strategies, 366-370 case study, 50-54 operational steps, 51 diaphragmatic breathing, 371–372 overview, 42, 48-50 exercise, 372–373 strengths and limitations of, 54-56 holistic, 368, 369 triadic reciprocity, 49 measuring student progress, 383–384 Sociocultural considerations in determining progressive relaxation training, 372 maladaptive behaviors, 84–86 social-behavioral skills, 368, 374 Somatic-physiological interventions for somatic-physiological skills, 368, 370–373 stress, 370–373 strategies for, 370–374 diaphragmatic breathing, 371–372 stress inoculation. See Stress inoculation stressors, 369, 371 exercise, 372–373 student need for, 361-365 progressive relaxation training, 372 uses for, 368 Subjective Units of Distress Scale (SUDS), The Stanford Preschool Internal-External Scale, 330 teacher modeling, 384 State-Trait Anxiety Inventory for Children, 52 Stressful Life Events Schedule (SLES), 365 Stressor, defined, 366 Stimulating experience of learning, 10–12 Stimulus boundedness, 24, 37 Stress-script stage of stress-inoculation Stimulus/response units, 15–16 training, 375, 380, 381, 401 Stranger Test, 79–81 Student as change agent, 59–60 Strengthening behavior, 133–163 Subject as change agent, 59–60 Subjective Units of Distress Scale (SUDS), chaining, 161–163 370 contingency management, 169–170, 171 defined, 134 Successive approximations, 154–155 fading, 158–161, 404 Sufficient progress, 219, 226–227 Suicide, 362 generalization, 183-184 Grandma's Rule, 166–168 Summative measurement, 220–225 level system, 178–182 Supervised practice, 263–264 moving from one schedule of Symptom substitution, 63–64 reinforcement to the next, 153–154 Systematic application, 65 overview, 134-136 positive reinforcement for, 137–154

Premack Principle, 166–170 reinforcers, 140-147

Tangible reinforcement, 8, 142-144

Target behavior

develops plan to internalize rational
thinking, 322–323
disputes belief, 318–320
feelings/behaviors often caused by
thinking, 308–309
generates rational belief, 320-322
identify events associated with feelings,
310–311
mediation, 311–318
recognize own feelings/behaviors, 309-
310
strong/mild feelings can be helpful/
harmful, 307–308
Thought stopping, 42
Three-data-point rule, 245–246
Time-out, 213–216
Token economy
for behavior modification, 62
defined, 170
designing, 170–175
examples, 144–145
possible problems of using, 175–178
purpose of, 144–145
uses for, 59
when to use, 170
The Token Economy (Ayllon & Azrin), 58
Topography of behaviors, 227, 228
Transitions, 31, 32
Triadic reciprocity, 49
Truncations, 24
11
U
Universal design principles, 18
V
Valence, 26–27
Variable schedule of reinforcement, 138,
149–150
Variable-interval schedule of reinforcement
152–153
Variable-ratio schedule of reinforcement,
151, 152
Verbal mediation, 343–345
essay, 403
examples, 343–344
measuring student progress, 359
purpose of, 343
sample essay, 344, 345
teaching behavior regulation, 402
uses for, 339
Vocational Rehabilitation Act of 1973, 182

#### W

Watch and record, 227, 230 Weakening behaviors, 185–217 behavior reduction procedures, 185-190 differential omission of undesirable behavior (DRO), 193-196 differential reinforcement, 190–193 differential reinforcement of incompatible/alternative behavior (DRI/A), 191–193, 195–196 extinction, 196-200, 209 momentary differential reinforcement (MDRO), 193, 194 overcorrection, 211–213 punishment, using effectively, 204-205 punishment, when to use, 204 punitive practices, 201–216 redirection, 200 reprimands, 206-208

response cost, 208-211 time-out, 213-216 whole-interval DRO (WDRO), 193–195, Whole-interval differential reinforcement (WDRO), 193-195, 405 Whole-interval sampling, 230 Withitness checking in with each student, 38 demonstrating, 22-23 room scanning, 390 social skills, teaching, 271-272 The Work of the Digestive Glands (Pavlov), 57

#### Υ

Yeah, buts . . ., 222–225 You stink! thinking, 312-316, 325, 328, 329, 402