Hello Everyone!

Let me just express my thanks again for your attendance, participation and questions during the conference this weekend. It was really an honor to present to a great group of professionals!

As promised, I am attaching the Power Point Presentation for The Principles of Classical and Operant Conditioning in Behavior Modification. If you want any further information I highly encourage you to speak to the School Psychologist in your building/district.

Here are some terms/ideas that we talked about, especially during the afternoon session, that are not included in the Power Point.

Negative Reinforcement example: One day you leave for work and encounter heavy traffic. You find this very annoying and decide to leave earlier the next morning. During that trip you do not encounter any of the traffic you did the day before. You resolve to continue leaving earlier. You have now been negatively reinforced to continue leaving early. The avoidance of traffic (negative reinforcement/escape from an adverse situation) has increased your behavior of leaving early.

Punishment weakens a behavior because a negative condition is introduced or experienced as a consequence. This is different from Negative Reinforcement which increases a behavior by removing an adverse situation.

Types of Positive Reinforcers:

* Edible: snacks
* Sensory: listen to music (anything they can see, hear and touch which is most appropriate for age, interest and ability level)
* Natural: what our students do during free time, or what they most frequently ask to do-play a game, watch a movie or even free time
* Material: these are immediate and usually given in smaller amounts-things like stickers, pencils, erasers, little toys—this may work better for elementary age students
* Generalized: tickets or tokens given in the moment and then exchanged later for something of value; this is in tune with the idea of a Token Economy system.
* Social: this can be a smile, wink, a touch, or a compliment or effective praise (something genuine and meaningful) - this can be very effective for some students.

Again, you really have to know your students to understand what they find rewarding and punishing.

You would start out on a continuous schedule of reinforcement, meaning you would reward your student each time they perform the target behavior. However, you don't want your student to become dependent on always receiving that reinforcer. Therefore, you want to taper off your reinforcement once the behavior is learned. This means you would move from a continuous schedule of reinforcement, to a more intermittent one. Eventually, you will reach the point where the student is performing the target behavior and only receiving sporadic (maybe once a month) reinforcement. Again, if you want to do this on an intense level you may need to involve other staff members, so the student is performing the behavior throughout their day. As well, you may want to consult the School Psychologist to develop a schedule.

Thank you again for your interest and please contact me if you have any further questions!

Sincerely,

Bobbie S. Olson
Special Education Assistant
High School SPAN @ W. Harry Davis
1510 Glenwood Ave
Minneapolis, MN 55405
Principles of Operant and Classical Conditioning in Behavior Modification

Bobbie Olson
Special Education Assistant
Minneapolis Public Schools
Behavioral Learning Theory

- Outcome of learning is a change in behavior
- Emphasizes the effects of external events on the individual
Classical Conditioning

◆ Ivan Pavlov (1920’s)
◆ The learning of involuntary emotional or physiological responses
◆ Humans and animals trained to respond involuntarily to a stimulus that had no prior effect
Classical Conditioning

- Neutral Stimulus (NS)
- Unconditioned Stimulus (US)
- Unconditioned Response (UR)
- Conditioned Stimulus (CS)
- Conditioned Response (CR)
Classical Conditioning

Emotions and Attitudes are also learned in the classroom!

Emotional learning can sometimes interfere with academic learning!
Operant Conditioning

◆ B.F. Skinner (1953)
◆ Classical Conditioning accounts for a small percent of behavior
◆ Operants: Voluntary (goal directed) behaviors emitted by a person or animal
◆ Operant Conditioning: learning in which voluntary behavior is strengthened or weakened by consequences or antecedents
Operant Conditioning

- A-B-C antecedent-behavior-consequence
- Consequences
  - Reinforcers (positive and negative)
  - Punishment (presentation and removal)
  - Schedules (fixed or variable; interval and ratio)
## Operant Conditioning

<table>
<thead>
<tr>
<th>Stimulus Presented</th>
<th>Behavior Encouraged</th>
<th>Behavior Suppressed</th>
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</thead>
<tbody>
<tr>
<td>Positive Reinforcement</td>
<td>Type 1/ Presentation Punishment</td>
<td></td>
</tr>
<tr>
<td>Negative Reinforcement (escape)</td>
<td>Type 2/Removal Punishment</td>
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</tbody>
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Operant Conditioning

- Antecedents
  - Cueing
  - Prompting
Applied Behavior Analysis/Behavior Modification

- Clear specification of behavior to be changed
- Careful measurement of the behavior
- Analysis of the antecedents and reinforcers that may be maintaining
Applied Behavior Analysis/Behavior Modification

◆ ABAB
  ▶ Baseline measurement
  ▶ Apply intervention
  ▶ Stop intervention and monitor
  ▶ Reintroduce intervention
Applied Behavior Analysis/Behavior Modification

- Praise and Ignore Approach
- Premack Principle
- Shaping
- Positive Practice
Applied Behavior Analysis/Behavior Modification

- When methods fail or the behavior itself is dangerous
  - Negative Reinforcement
  - Satiation
  - Reprimands
  - Response Cost
  - Social Isolation
Applied Behavioral Analysis/ Behavior Modification

◆ CAUTION

❖ Punishment in and of itself doesn’t lead to positive behavior

❖ Harsh punishment conveys “might makes right”
Applied Behavioral Analysis/Behavior Modification

◆ CAUTION

❖ Punishment should be part of a two pronged approach
  1. Carry out the punishment and suppress the behavior (follow through)
  2. Make clear what the student should be doing instead and provide reinforcement for those desirable actions
Unbeknownst to most students of psychology, Pavlov's first experiment was to ring a bell and cause his dog to attack Freud's cat.