Chapter 9: 
Differential Reinforcement

Chapter 10: 
Generalization

Classroom Management
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SHAPING

- Development of a new behavior.
- Procedure used to establish a behavior that is not presently performed by an individual. You cannot wait till it occurs, therefore you must shape the behavior.
Factors Influencing Shaping

- Specify final and desired behavior-terminal behavior
- Choose the starting Behavior
- Choose the Shaping Steps
- Moving Along at the correct Pace
  - Not too soon
  - Sufficient small steps
  - May lose a behavior if you are moving too fast
Pitfalls of Shaping

- Harmful behaviors can be developed
A stimulus response chain. Each response except the last produces the next stimulus

- Task Analysis-forward and backward chaining
Task Analysis

- Should be stated in terms that require completion of the task.
- State the task in terminology that offers an instruction
- Be very specific
- Use multiple steps
- Review and do the steps to determine if more steps are required.
Format

- Forward Chaining (mild)
- Backward Chaining (severe)
Collecting Baseline Information

- Information must be collected in the environment it is to be performed.
  - Is the task analysis appropriate?
  - Identify steps that could cause problems.
  - Is instruction required?
Checkpoint

- The first step in writing a task analysis is to do the job yourself. T of F

- Which step in the TA needs to be changed?
  - Open dishwasher door
  - Grasp cup
  - Put cup in dishwasher
  - Grasp cup and place in dishwasher
  - Close dishwasher door
  - Press on button
Emily has been teaching Steve to make coffee. Steve has no physical disabilities. Now Emily is going to teach Jason (who has movement problems) to make coffee. Do you think Emily should use the same TA?

Is it important to write a TA down? Why?

A TA is like a stew, soup, or recipe?
Hand Washing

- Turn on water
- Wet hands
- Dispense soap
- Soap hands
- Rinse hands
- Pick up towel
- Dry hands
Prompting

- Least to Greatest
  - Verbal
  - Modeling
  - Gestures
  - Priming (gentle touching or guiding)
  - Physical
Prompt Analysis and Terminology

- **Manipulation or discrimination error**
  - unable to perform the step
  - prompt depends on error

- **Time Delay**
  - prompt provided after the instructional cue
  - helps learning without error

- **Scheduling**
  - should not be in isolation but in the natural environment

- **Distributed Trials**
Checkpoint

- What is the purpose of prompting?
  - Give the most help possible
  - Help students become independent
  - To correct mistakes

- Which of the following is never a prompt?
  - Asking a question
  - Doing a step for the student
  - Showing the student what to do
Answer
Checkpoint

- A ______ prompt is a few simple words that tell the student what to do.
- The more words you use, the better the verbal prompt. T or F
- Can a question be a prompt?
Verbal
False
Yes (what’s next?)
Checkpoint

- When Jack points to the window to let Rick know it is time to wipe the window, Jack is using a ______ prompt.

- Lana was looking out the window when her teacher gave her a gesture prompt for the second time. Lana did not do the task. What might be the problem?
Answers

Gesture
May not have seen the prompt
(looking out the window)
Factors Influencing The Effectiveness Of Chaining

- Identify components of the sequence
- Conduct a preliminary modeling trail
- Begin training the behavioral chain
- Use ample reinforcers
- Decrease extra assistance
Pitfalls of Chaining

- Thoughtless administration of Reinforcers
FADING

- Gradual change over successive trails
  - Riding a bicycle
Factors Influencing Fading

- Choosing the final desired stimulus
- Choosing the staring stimulus
- Choosing the fading steps
Pitfalls

- May cause the increase of a bad behavior
Group work

- Write a task analysis with your group for hand washing. Do not stay in your seat, but take 10 minutes and go to the ladies room and devise the steps.
Group Work

With your group, design a skit where you will need to use prompts. As you act out the skit, the other groups will guess the types of prompt you are using.
Training for Generalization
Types of Generalization

- Stimulus Generalization

- Carryover - different antecedent, same behavior

refers to performance of a behavior under conditions other than those present during acquisition of the behavior (response). Different class
Stimulus Generalization

- S = different people
- S = different places
- S = any difference in the antecedent condition

After several weeks of using a program, Sara finally stopped yelling out the answers to every question in her language arts class. Ms. Smith applied the same procedure just once in math class, and Sara immediately started raising her hand.
Types of Generalization

- **Response Generalization** - refers to change in behaviors other than those trained during acquisition of a behavior (response).

**Extension** - same antecedent, new behavior
Response Generalization

- Using appropriate variations of behavior to a same or similar stimulus
- Like using “hello”, or “hi, how are you?”, or “yo, what’s up?” when greeting a friend.
Types of Generalization

- **R** training  **R** passage of time without training

- **Maintenance** - continue performing the behavior even after training contingencies are no longer in effect
What type of generalization?

- Tia’s teacher is working with Tia to greet various people in and around the school. So far she has learned how to say hello to the principal, assistant principal, and the cashier in the cafeteria line. Yesterday, Tia said hello to a bus driver out on the sidewalk and a parent who came into her classroom.
What type of generalization?

Last year in her Transition Class, Beth learned how to sort her clothes and use a coin operated washer and dryer to do her laundry. A year later, when she moved into a supervised apartment program, she only needed one prompt by the residential counselor when she was using the laundry facilities in her apartment complex for the first time.
What type of generalization?

Mr. Hawkins started reinforcing students for completing their vocabulary worksheets on time. The class works on math after language arts, and for the past two weeks, Mr. Hawkins has noticed that more of his students have been turning in their math homework assignments on time.
Strategies to Facilitate Generalization

- **Sequential Modification** (Setting) (Train & Probe)
  - applying a reinforcement contingency in one class that has demonstrated success in another class.
  - In study hall, Gary completes his assignments when he is wearing earphones playing music. Ms. Jeffries has decided to try this method in her English class.

- **Introduce to Natural Reinforcers** (Consequences)
  - Drivers Ed - teaching a functional skill
    - classroom, book, test, practice
Strategies to Facilitate Generalization (continued)

- **Train Sufficient Exemplars** – Teach one example at a time
- **General Case Programming (Antecedents) (Use examples)**
  - Job applications
  - Gas pumps
  - Vending Machines
- **Train in Multiple Settings** (Setting)
  - Money skills - school store, Hardees, grocery store
  - Eating skills - cafeteria, restaurant, kitchen
Strategies to Facilitate Generalization (continued)

- Use of Indiscriminable Contingencies (Consequences) (Intermittent Reinforcement)
  - homework - achieving maintenance by using intermittent schedules of reinforcement
  - reinforcing desired behaviors in one setting, then offering the same kind of reinforcement noncontingently in another setting and seeing those same desired behaviors appear.