

Chapter 1: Test Bank

Multiple Choice

1. The levels of understanding science provides includes:
 - A. Prediction, Description & Control
 - B. Prediction, Description & Calculation
 - C. Prediction, Depiction, & Illustration
 - D. Picture, Description, & Control

2. Determine whether each of the following is:
 - (A) An attitude of science,
 - (B) A defining characteristic of applied behavior analysis, or
 - (C) Neither an attitude of science or a defining characteristic of ABA.
 - _____ Empiricism
 - _____ Applied
 - _____ Prediction
 - _____ Experimentation
 - _____ Functional relation
 - _____ Effective
 - _____ Conceptual
 - _____ Mentalism
 - _____ Determinism
 - _____ Technological

3. This is the assumption upon which science is predicted.
 - A. Empiricism
 - B. Prediction
 - C. Determinism
 - D. Experimentation

4. This involves the repetition of experiments to determine the reliability of findings.
 - A. Experimentation
 - B. Replication
 - C. Reproduction
 - D. Control

5. The idea that simple, logical explanations must be ruled out, experimentally or conceptually, before more complex or abstract explanations are considered.
 - A. Experimentation
 - B. Parsimony
 - C. Prediction
 - D. Philosophic doubt

6. This branch of behavior analysis concentrates on the philosophy of the science of behavior.
 - A. Applied behavior analysis
 - B. Experimental analysis of behavior
 - C. Determinism

D. Behaviorism

7. This branch of behavior analysis concentrates on development of a technology to improve behavior.
 - A. Applied behavior analysis
 - B. Experimental analysis of behavior
 - C. Determinism
 - D. Behaviorism
8. This formally began the experimental branch of behavior analysis.
 - A. Watsonian psychology or S-R psychology
 - B. Pavlov's study of reflexive behavior
 - C. Skinner's publication *The Behavior of Organisms*
 - D. Fuller's study on the application of operant behavior to humans
9. This approach to understanding behavior assumes that inner causes or phenomena directly cause or at least mediate some forms of behavior, and strongly relies on hypothetical constructs or explanatory fiction.
 - A. S-R psychology
 - B. Radical behaviorism
 - C. Methodological behaviorism
 - D. Mentalism
10. This approach to understanding behavior attempts to explain all behavior, including private events.
 - A. Structuralism
 - B. Radical behaviorism
 - C. Methodological behaviorism
 - D. Mentalism

True/False

1. TRUE or FALSE. The overarching purpose of applied behavior analysis as field of study is to concentrate on socially important or significant behaviors.
2. TRUE or FALSE. There are three levels of understanding that persist in science, and each level contributes to the overall knowledge base in a given field.
3. TRUE or FALSE. The highest level of scientific understanding is prediction or the ability to correlation between events.
4. TRUE or FALSE. Empiricism is the assumption upon which science is predicted, that the universe is a lawful and orderly place, and events occur as the result of other events.
5. TRUE or FALSE. Philosophic doubt involves the continuous questioning of the truthfulness and validity of all scientific theory and knowledge.
6. TRUE or FALSE. Psychology in the early 1900's was dominated by the study if behavior through a measurable and observable means.

7. TRUE or FALSE. B.F. Skinner is considered the founder of the experimental analysis of behavior.

Short Answer/Essay

1. Describe the level(s) of understanding that science provides and the overarching purpose(s) and goal(s) of science.
2. State and describe each of the different attitudes of science.
3. Describe what is meant by a functional relation, and provide a concrete example for a human organism.
4. State and describe the defining characteristics of behavior analysis.
5. Describe and discuss various explanations of behavior. Be certain to include such perspectives as radical behaviorism, mentalism, methodological behaviorism, and structuralism in your response.

Chapter 2: Test Bank

Multiple Choice

1. A _____ is a group of responses of varying topography, all of which produce the same effect on the environment.
 - a. Shaped response
 - b. Complete repertoire
 - c. Response class
 - d. Skill set

2. _____ refers to a specific instance of behavior
 - a. Skill
 - b. Response
 - c. Stimulus
 - d. Function

3. A _____ is a group of stimuli that share specified common elements along formal, temporal, and/or functional dimensions.
 - A. Stimulus class
 - B. Response class
 - C. Antecedent class
 - D. Stimulus change

4. A reflex is a _____ relation consisting of an antecedent stimulus and the respondent behavior it elicits (e.g., knee-jerk to tap just below patella).
 - A. Behavior consequence
 - B. Stimulus-response
 - C. Respondent-respondent
 - D. Functional class

5. Operant conditioning, which encompasses _____ and _____, refers to the process and selective effects of consequences on behavior.
 - A. Response, behavior
 - B. Antecedent, stimulus
 - C. Control, coercion
 - D. Reinforcement, punishment

6. Which of the following is considered a principle of behavior?
 - A. Reflex
 - B. Reinforcement
 - C. Antecedent
 - D. Analysis

7. A principle of behavior describes a(n) _____ between behavior and one or more of its controlling variables.

- A. Extinction curve
 - B. Response reinforcer
 - C. Functional relation
 - D. Stimulus relation
8. _____ and _____ are examples of motivating operations that make food more or less effective as reinforcement.
- A. Time, effort
 - B. Stimulus, antecedent
 - C. Speed, fluency
 - D. Satiation, deprivation
9. The three-term contingency is the basic unit of analysis in the analysis of operant behavior and is made of the following elements:
- A. Antecedent, behavior, consequence
 - B. Reflex, time, duration
 - C. Learning history, outcomes, stimuli
 - D. Reinforcement, punishment, extinction
10. Consequences can only affect _____ behavior
- A. New
 - B. Extinguished
 - C. Immediate
 - D. Future

True/False

1. TRUE or FALSE. Principles of behavior describe how behavior works and behavior-change tactics are how the applied behavior analysts put the principles to work to help people learn and use socially significant behaviors.
2. TRUE or FALSE. Operant conditioning is best described as a stimulus-response relationship, where the stimulus *elicits* the response.
3. TRUE or FALSE. Time-out and response cost are basic principles of behavior every applied behavior analyst should know.
4. TRUE or FALSE. Consequences select response classes, not individual responses.
5. TRUE or FALSE. Extinction is defined as removing a preferred item contingent upon inappropriate behavior.

Matching

Match the following scenario to the appropriate operation (positive/negative reinforcement or positive/negative punishment). The target antecedents, behaviors, and consequences are provided.

- A. Positive Reinforcement B. Negative Reinforcement
C. Positive Punishment D. Negative Punishment

1. Devon is driving his brand new car, sees a red light, and “hits” the gas (i.e., he speeds through the red light). Devon’s car is hit. Devon is fine, but his brand new car is dented. In the future, under similar conditions, Devon no longer “speeds up” when he sees a red light.

Antecedent
Sees red light

Behavior
“Hits the gas” (i.e., speeds up)

Consequence
Car crash

2. Molly is asked to get her book and start reading. Molly gets her book and starts reading. Molly’s teacher ignores Molly. Molly continues to read her book. In the future, under similar conditions Molly continues to get her book and read.

Antecedent
“Molly, get your book and start reading.”

Behaviors
Gets book, reads

Consequence
Access to an interesting story

3. Ms. Miller asked Steven to take out his pencil and begin working on his math worksheet. Steven did not respond. Ms. Miller removed tokens from Steven's token board without saying a word. In the future, when Ms. Miller asked Steven to take out his pencil and to begin work, without hesitation, Steven gets right to work (i.e., noncompliance decreases).

Antecedent

"Take out your pencil"

Behavior

Noncompliance, specifically, not following the teacher's direction the first time that the direction is given

Consequence

Removal of token from the token board

4. Simon is sitting in his living room and gets a chill from the open window. He gets up and closes the window. The chill in the air is removed. In the future, under similar conditions, Simon closes the window when he feels a chill.

Antecedent

Gets a chill

Behavior

Closes the window

Consequence

Chill is removed

5. Rebecca walks by her kitchen cabinet and smells something foul. She looks into the cabinet and sees that the kitty litter box is full. She scoops the waste and pours in fresh litter. Rebecca no longer smells the odor. In the future, under similar conditions Rebecca continues to scoop and pour litter.

Antecedent

Foul odor and the sight of the full kitty litter box

Behavior

Scooping the waste and pouring fresh litter

Consequence

Foul odor is removed

Short Answer/Essay

1. What is the major difference between behavior and response? Give an example of each.
2. State the two basic effects stimulus changes can have on behavior.
3. – 6. Fill in the blanks A - D

		Type of Stimulus Change	
		Present or Increase Intensity of Stimulus	Withdraw or Decrease Intensity of Stimulus
Effect on Future Frequency of Behavior	Increase ↑	A.	C.
	Decrease ↓	B.	D.

7. What are the elements of the three-term contingency?
8. What is a “history of reinforcement” and how does it help explain individual differences?
9. Discuss the difference between ontogeny and phylogeny.
10. State a similarity and difference between positive and negative reinforcement.
11. State a similarity and difference between positive and negative punishment.
12. Discuss the difference between a principle of behavior and a behavior-change tactic.
13. What is one important function of a motivating operation?
14. Define “stimulus control” and discuss the role of antecedent stimuli in operant conditioning.

Answer Key

Chapter 1 Multiple Choice

1. A
2. A, B, C, A, C, B, B, C, A, B
3. C
4. B
5. B
6. D
7. A
8. C
9. D
10. B

True/False

1. True
2. True
3. FALSE. The highest level of scientific understanding is control, and when functional or causal relationships are able to be demonstrated.
4. FALSE. Determinism is the assumption upon which science is predicted, that the universe is a lawful and orderly place, and events occur as the result of other events.
5. True
6. FALSE. Psychology in the early 1900’s was dominated with the study of consciousness, images, and other mental processes.

7. True

Short Answer/Essay

1. Answers should include some variation of the following response: there are three levels of understanding within science: prediction, description, and control. Each level of understanding contributes to the overall knowledge base within a given field. Description is the level of science involving the collection of facts about observed events that can be quantified, classified, & examined for possible relations with other known facts. Description often suggests hypotheses or questions for additional research. Prediction is the relative probability that when one event occurs, another event will or will not occur. Prediction is primarily based on repeated observation revealing relationships between various events. Prediction demonstrates correlation between events, and enables preparation. Control is the highest level of scientific understanding in which functional relations can be derived. The overarching purpose/goal of science is to achieve a thorough understanding of the phenomenon under investigation by seeking to discover real truths about the phenomenon.
2. Answers should include the attitudes of science: Determinism, Empiricism, Experimentation, Replication, Parsimony, and Philosophic doubt as well as a brief definition for each of the attitudes.
3. Answers will vary. Answers should include information about a functional relation such as: A functional relation is only achieved through control and involves a specific change in one event (dependent variable), that can reliably be produced by specific manipulations of another event (independent variable, and the change in the dependent variable was unlikely to be the result of other extraneous factors (confounding variables). In addition, answers should include an example of a functional relation for a human organism.
4. Answers should include each of the following defining characteristics of behavior analysis: Applied, Behavioral, Analytic, Technological, Conceptual, Effective, and Generality. Answers should include a brief definition of each of these characteristics.
5. Answers will vary. Answers should include a brief description of radical behaviorism, mentalism, methodological behaviorism, and structuralism at minimum. Learners may also include explanations of Watsonian psychology or S-R psychology and behavior as it was viewed in the early 1900's. Answers should elaborate on each of the explanations of behavior by comparing and contrasting and/or providing concrete examples of how an individual with this philosophy would view behavior.

Chapter 2

Multiple Choice

1. C
2. B
3. A
4. B
5. D

6. B
7. C
8. D
9. A
10. D

True/False

1. TRUE
2. FALSE, Time-out and response cost are not examples of basic principles, but are examples of behavior-change tactics
3. TRUE
4. TRUE
5. FALSE, Extinction is not defined as removing a preferred item, but as withholding reinforcement for a previously reinforced response the effect of which is a gradual decrease in the occurrence of the behavior.

Matching

1. C
2. A
3. D
4. B
5. B

Short Answer/Essay

1. A response is a specific instance of behavior. Behavior usually refers to a larger set or class of responses that share certain topographical dimensions or functions. Examples will vary.
2. Two basic effects stimulus changes have on behavior
 - (a) An immediate but temporary effect of increasing or decreasing the current frequency of the behavior and/or,
 - (b) A delayed but relatively permanent effect in terms of the frequency of that type of behavior in the future

Fill-ins

3. A. Positive Reinforcement
4. B. Positive Punishment
5. C. Negative Reinforcement
6. D. Negative Punishment
7. Antecedent, behavior, consequence
8. A history of reinforcement is a unique set of experiences each individual accumulates over his or her lifetime. The history of reinforcement culminates into a unique repertoire of responses that have been selected, shaped, and maintained. Individual differences in responding to current stimulus conditions can be analyzed in terms of each individual's unique history of reinforcement and repertoire. Individuals also

present “varying sensitivities” to stimuli and differences in response mechanisms which also be taken into account when discussing individual differences.

9. Ontogeny describes how selection by consequences *operates during the lifetime* of an individual organism and is considered a “*conceptual parallel*” to Darwin’s natural selection (phylogeny).
10. Similarity both the operations, positive and negative reinforcement share the same effect on behavior, which is an increase. A difference between the operations positive and negative reinforcement is in the type of stimulus change that accompanies each operation (i.e., positive reinforcement = present or increase intensity of stimulus; negative reinforcement = withdraw or decrease intensity of stimulus).
11. Similarity both the operations, positive and negative punishment share the same effect on behavior, which is a decrease. A difference between the operations positive and negative punishment is in the type of stimulus change that accompanies each operation (i.e., positive punishment = present or increase intensity of stimulus; negative punishment = withdraw or decrease intensity of stimulus).
12. A principle of behavior (e.g., positive reinforcement) is a description of a functional relationship between behavior and one or more of its controlling variables that has thorough generality across organisms, species, settings, and behaviors. A behavior-change tactic (e.g., time-out from positive reinforcement; differential reinforcement of other behavior [DRO]) is technologically consistent method for changing behavior that has been derived from one or more basic principles of behavior.
13. Motivating operations alter the current value of stimulus changes as reinforcement or punishment. For example, an increase in sodium intake may make water more effective as reinforcement.
14. Stimulus control refers to the differential rates of operant responding observed in the presence or absence of antecedent stimuli. In operant conditioning, the antecedent stimuli acquire the ability to control operant behavior by having been paired with certain consequences in the past. For example, seeing a red stop light may occasion stepping on the brake because in the past stepping on the brakes in the presence of a red stop light has either (a) avoided accidents and/or (b) presented a safe stop.