**CHAPTER 1: BASIC CONCEPTS OF BEHAVIOR AND BEHAVIOR MANAGEMENT**

CHAPTER OVERVIEW

Understanding why individuals behave the way they do and how behavior may be taught, changed, or modified is the primary concern of this text. In this chapter, historical foundations, basic concepts, assumptions, as well as common misconceptions of behavior and behavior management are addressed.

CHAPTER OUTLINE

I. Chapter Outcomes and Introduction

II. Historical Foundations to Understanding Behavior and Behavior Analysis

 A. Classical conditioning

 1. Ivan P. Pavlov: The father of classical conditioning

 2. John B. Watson: The father of behaviorism

 B. Operant conditioning

 1. What happens prior to the behavior?

 2. What happens after the behavior?

 3. Edward L. Thorndike: The laws of behavior

 4. Burrus Frederic Skinner: The father of operant conditioning

 C. The behavioral versus psychoanalytic approach

 D. Social learning theory

 1. Albert Bandura: The father of social learning theory

 E. Behavior therapy

 1. Systematic desensitization

 2. Modeling

 3. Biofeedback

 F. Applied behavior analysis

 1. Ivar Lovass: An early supporter of applied behavior analysis

III. Basic Concepts of Behavior and Behavior Management

 A. Behavior

 B. Responses

 C. Stimuli

 D. Antecedents

 E. Consequences

 E. Reinforcement

 F. Punishment

 G. Prompts and cues

 1. Natural prompts

 2. Verbal prompts

 3. Gestural prompts

 4. Modeling prompts

 5. Physical prompts

IV. Basic Assumptions about Behavior and Behavior Management

 A. Most behaviors are learned

 B. Most behaviors are stimulus-specific

 C. Most behaviors can be taught, modified, and changed

 D. Behavior change goals should be specific and clearly defined

 E. Behavior change programs should be individualized

1. Behavior change programs should focus on the here and now
2. Behavior change programs should focus on the child’s environment
3. Behavior change programs should focus on reinforcement strategies and other positive behavior supports

V. Myths and Misconceptions about Behavior and Behavior Management

 A. Myth: Changing another person’s behavior is coercive

 B. Myth: The use of reinforcement to change behavior is a form of bribery

 C. Myth: Children will learn to behave appropriately only for reinforcement

 D. Myth: Children should “work” for intrinsic reinforcers

 E. Myth: All children should be treated in the same way

VI. Summary

VII. Discussion Questions

VIII. References

DISCUSSION QUESTIONS FROM TEXT

1. What are the differences between classical and operant conditioning? Provide examples of each as observed in everyday situations.

2. Describe the primary differences between the psychoanalytic and behavioral approaches to understanding behavior.

3. Discuss and give examples of how some of the treatment strategies in behavior therapy are related to classical conditioning

4. Discuss the treatment strategies frequently associated with behavior therapy. Could any of the treatment strategies be applied to the classroom setting, and if so, how?

5. Discuss the relationship among antecedents, behavior, and consequences in operant conditioning. Give examples of this relationship as observed in everyday experiences.

6. List and give examples of the different types of prompts and cures that may be used as antecedent stimuli to teach new behaviors.

7. Discuss the basic concepts of behavior and behavior management.

8. What is behaviorism? Discuss the basic assumptions of behavior and behavior management.

ACTIVITIES TO EXTEND DISCUSSION QUESTIONS

1. Identify and describe the use of behavior management strategies you have observed either in a school or community setting.

2. Role play a discussion of behavior management strategies among teachers in the faculty lounge. Divide the class into groups of three. One person should assume the role of an advocate for use of behavior modification techniques, one the role of opposing behavior modification techniques and the third person’s role is that of uncommitted to either side of the issue.

3. In groups of 4–5, have students discuss and list ethical considerations when using behavior modification techniques within the classroom setting. Return to large group to compile a comprehensive list of ethical considerations and possible precautions.

4. Interview an experienced classroom educator on how they use basic principles and techniques of behavior management within their classroom.

5. Keep a log for one day. Note each time you have used or someone has used on you one of the principles of applied behaviorism (e.g. reinforcement, shaping, punishment, etc.).

6. Identify an inappropriate behavior exhibited by a student. Describe the behavior in observable and measurable terms, develop a list of more appropriate substitute behaviors, and how some of these more appropriate behaviors may be reinforced to replace the inappropriate behavior.