Principles of Behavior 8th edition Malott Test Bank

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Principles of Behavior, 8th Edition

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Chapter 2. Operant Conditioning for Dummies (Part I)

Dear Instructor:

These are a bank of questions you can select from to build your own quizzes. Some of the questions may be multiple choice or matching, but you could present the question without the choices as a short-answer or fill-in-the-blank questions instead. And some may be variations of the same question; so you might not want to use all of them on the same quiz. Also some of the questions may be too tough for undergrads but appropriate for grad students. The asterisk and parentheses indicate the correct answers. Our definition questions are usually presented in matching, fill-in-the-blank, and write-out format, allowing you to select the level of difficulty appropriate for your course level.

True confessions: Some of our multiple-choice and fill-in-the blank questions are so trivial, that most people could answer them correctly, without having ever opened the book. The problem is that definitions etc. are such that often you can't ask a meaningful question about them, without the answer being obvious. But I have the fantasy of updating the quiz bank, with Taylor & Francis and/or privately; so if you come up with any good alternatives you'd care to share with other instructors, I'd be happy to mediate. And the same goes for any other questions, quizzes, or formats you come up with, e.g., additional what's-this-an-example-of questions, including novel examples not in the book; also questions formatted for online testing; and whatever else.

Of course, sometimes, on some quizzes, I include a smart-ass alternative answer for a few of the multiple-choice questions; and even more of course, you can delete any you find inappropriate or add some of your own.

Over the years, we've found that quizzing students frequently, results in better understanding and retention of the material, than giving only a few exams over the semester. And we just ask students to reproduce what they've read in the chapter, without having to apply the concepts in new ways on the quiz. Instead, we have students create original examples of contingencies and concepts for their homework. This allows students to apply those concepts to situations in their own lives without the fear of losing points on a quiz. We have our students present their homework to the class and get feedback from other students and the instructor. As long as they show up to class with their homework completed, they are allowed to make edits prior to turning in the homework, without fear of losing points.

I'd like to acknowledge Sofia Peters, PhD and Cara Cech, MA for their considerable help in developing the PoB 8e Quiz Question Bank.

Thanks much,
Dick

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Multiple Choice/Short Answer

1. What did Skinner do that made him so famous?
   a. Replicate Pavlov's dog experiment
   b. Teach cats to get out of puzzle boxes
   c. Teach rats to press levers *
   d. Donate a lot of money to Harvard University
   e. Be the first person to speak against the McCarthy hearings

2. All of *Principles of Behavior* is about, the implications of little rats pressing the levers, the implications for you and for me, and other people even weirder than you and I are.
   a. True *
   b. False

3. What's an RBT?
   a. Relational Behavior Theorist
   b. Relational Biological Transitionist
   c. Registered Behavior Theorist
   d. Registered Behavioral Technician *

4. What's BCBA stand for?
   a. Board Certified Behavior Analyst *
   b. Board Confirmed Better Actionist
   c. Best Credentialed Better Attitude
   d. Biological Concerns Best All

5. A positive reinforcer can affect the behavior of both children and adults.
   a. True *
   b. False

6. One of the really cool properties of **positive** reinforces is that they can **not** cause behavioral problems.
   a. True
   b. False *

7. Dawn and Sid's attention immediately following Rod's crying increased the frequency of his crying. What was the attention?
   a. Negative Reinforcer
   b. Positive Reinforcer *
   c. Negative Punisher
   d. Punisher

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8. Dawn and Sid's attention immediately following Rod's crying increased the frequency of his crying. What type of contingency was this?
   a. Negative Reinforcement
   b. Positive Reinforcement *
   c. Negative Punishment
   d. Positive Punishment

9. Juke had his grandma provide smiles, attention, and physical affection each time his grandpa made a sensible remark. What type of contingency was this for grandpa?
   a. Positive Reinforcement *
   b. Negative Reinforcement
   c. Positive Punishment
   d. Negative Punishment

10. Dr. Yealland shocked the soldier and removed the shock when the soldier moved his leg. What type of contingency was this?
    a. Positive Reinforcement
    b. Negative Reinforcement *
    c. Positive Punishment
    d. Negative Punishment

11. Dr. Yealland shocked the soldier and removed the shock when the soldier moved his leg. What was the shock, in this example?
    a. Positive Reinforcer
    b. Negative Reinforcer *
    c. Positive Punisher
    d. Negative Punisher

12. The presentation of an ice cube for a few seconds on the face of Velma or Gerri was in response to teeth grinding. What type of contingency was this?
    a. Positive Reinforcement
    b. Negative Reinforcement
    c. Positive Punishment *
    d. Negative Punishment

13. The presentation of an ice cube for a few seconds on the face of Velma or Gerri was contingent on teeth grinding. What was the ice cube, in this example?
    a. Positive Reinforcer
    b. Negative Reinforcer
    c. Positive Punisher *
    d. Negative Punisher

14. Bruce removed points whenever Mark made threats. What type of contingency was this?
    a. Positive Reinforcement
    b. Negative Reinforcement

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c. Positive Punishment
d. Negative Punishment *

15. A *positive punisher* and a *negative reinforcer* can both be called:
a. A contingency
b. A positive reinforcer
c. Extinction
d. An aversive stimulus *

16. For the term's positive reinforcement and positive punishment, what does the word "positive" indicate?
a. The behavior increases
b. The behavior decreases
c. A stimulus is added *
d. A stimulus is removed

17. For the term's negative reinforcement and positive punishment, what does the word "negative" indicate?
a. The behavior increases
b. The behavior decreases
c. A stimulus is added
d. A stimulus is removed *

18. To reduce the frequency of Lucille's disruptive behavior in the hospital, Allyon and Michael used
a. Positive Reinforcement
b. Negative Reinforcement
c. Positive Punishment
d. Negative Punishment
e. Cognitive behavior therapy
f. Extinction *

Contingencies – Matching

19. Match the following examples with the contingencies below (not all contingencies will be used).

- Ice cube presented contingent on teeth grinding for Velma and Gerri (A)
- Dr. Yealland removing the shock when the soldier moved his leg (B)
- The nurses not giving Lucille attention when she came into their office (C)
- Giving Rod attention when he cried (D)

___ positive reinforcement (D)
__ _ negative reinforcement (B)
___ positive punishment (A)

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___ negative punishment
___extinction (C)

Definitions – Matching

20. Match the following definitions with the terms below.

A. Response-contingent presentation of a punisher resulting in a decreased frequency of that response.
B. A stimulus that increases the future frequency of a response that its removal (termination) follows.
C. A stimulus that increases the frequency of a response it follows.
D. Stopping the positive or negative reinforcement contingency for a previously reinforced response causes the response frequency to decrease.
E. Response-contingent removal of a reinforcer resulting in a decreased frequency of that response.
F. The response-contingent removal of a negative reinforcer resulting in an increased frequency of that response.
G. The occasion for a response, the response, and the outcome of the response.
H. A stimulus that decreases the future frequency of a response that its presentation follows.
I. The response-contingent presentation of a reinforcer resulting in an increased frequency of that response.

___ Positive reinforcer (C)
___ Positive reinforcement contingency (I)
___ Negative reinforcer (B)
___ Negative reinforcement contingency (F)
___ Punisher (H)
___ Positive punishment contingency (A)
___ Negative punishment contingency (E)
___ Behavioral contingency (G)
___ Extinction (D)

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Definitions – Fill in the Blank

21. Negative reinforcer
- A stimulus
- that _____the future frequency of a response that
- it's _____ follows.

22. Positive reinforcer
- A stimulus
- that _____
- the frequency
- of a response it follows.

23. Negative reinforcement contingency
- The response-contingent
- _____ of
- a negative reinforcer
- resulting in an _____ frequency of that response.

24. Punisher
- A stimulus
- that _____ the future frequency of a response that
- its _____ follows.

25. Positive punishment contingency
- Response-contingent
- _____ of
- a punisher
- resulting in a _____ frequency of that response.

26. Negative punishment contingency
- Response-contingent
- _____ of
- a _____
- resulting in a/n _____ frequency of that response.

27. Behavioral contingency
- The occasion for a _____
- the _____
- and the _____ of the response.

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28. Extinction
    - Stopping the positive or negative _____ contingency
    - for a previously _____ response
    - causes the response frequency to _____.

Please define the following concepts:

29. Positive reinforcer
30. Positive reinforcement contingency
31. Negative reinforcer
32. Punisher
33. Positive punishment contingency
34. Negative punishment contingency
35. Behavioral contingency
36. Extinction

Please give a brief example of each of the following concepts:

(An example from either the book or your own life is cool.)
37. Positive reinforcer
38. Positive reinforcement contingency
39. Negative reinforcer
40. Punisher
41. Positive punishment contingency
42. Negative punishment contingency
43. Behavioral contingency
44. Extinction

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Short-Answer Questions

45. What did Skinner do that made him so famous and how does it relate to this book?

46. What's a/an...
    a. RBT
    b. BCaBA
    c. BCBA
    d. BCBA-D

47. Briefly describe the use of positive reinforcement to improve functioning of stroke victims. Describe:
    a. the behaviors
    b. the reinforcers
    c. the procedures
    d. the results

48. Describe the positive punishment to get rid of bruxism (teeth grinding).
    a. the intervention
    b. the results

49. Describe the use of a negative punishment procedure to reduce inappropriate social interactions. Describe:
    a. the person whose behavior was modified
    b. the undesirable behavior.
    c. the reinforcer used
    d. the contingency.
    e. the results

50. Describe the use of extinction to reduce disruptive behavior. Include:
    a. the client.
    b. the reinforcer withheld.
    c. the results

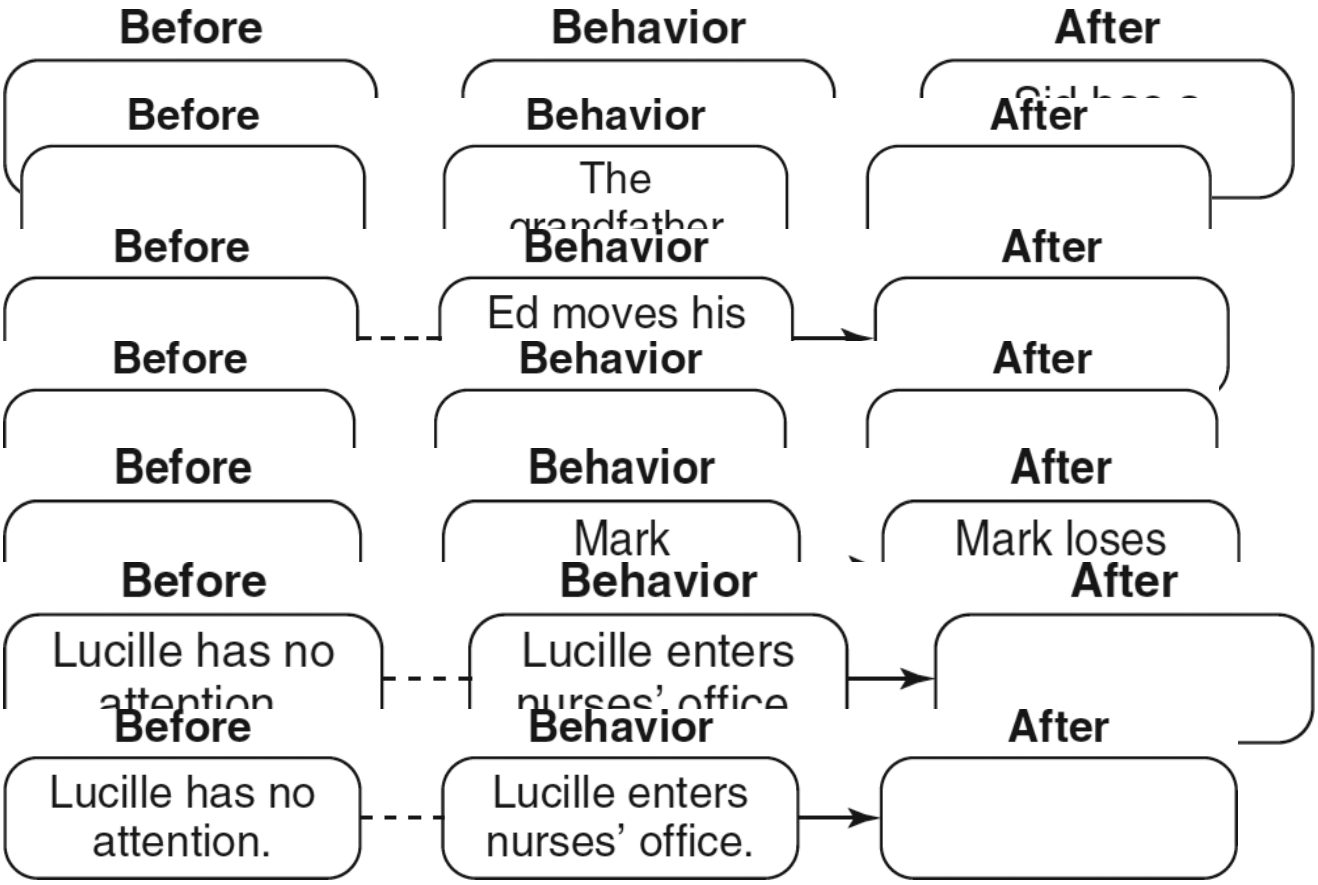
51. What was the historic significance of the Ayllon and Michael work with Lucille, the restless resident, and friends.?

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Diagrams
Fill in the empty boxes for:

52. The reinforcement contingency involving Sid



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