

APPLIED BEHAVIOR ANALYSIS for TEACHERS

SIXTH EDITION



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Applied Behavior Analysis for Teachers

Sixth Edition

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Preface

OVERVIEW

We prepared the first edition of *Applied Behavior Analysis for Teachers* exactly 20 years ago because we needed a technically sound, systematically organized, and readable text for our own students. We want students to understand concepts of applied behavior analysis and also to know how to apply those concepts in classrooms and other settings. Applied behavior analysis can make a difference; its principles can be used to teach academic skills, functional skills, and appropriate social behavior. Applied behavior analysis is an overall management system, not a collection of gimmicks for keeping students under control.

This is not a cookbook providing simple step-by-step directions for solving every possible problem an educator might encounter. That would be impossible in any event: What makes working with children and young adults so much fun is that every one is different and no one procedure will be effective for all of them. We want students to be able to use the principles to create their own recipes for success. Successful application of the principles requires the full and active participation of a creative educator. Because we believe so strongly that applied behavior analysis is the most powerful teaching tool available, we stress learning to use it appropriately and ethically.

Instructors will be interested in knowing that the text is as technically accurate and as well documented as we could make it. At the same time, we've tried to enliven it with examples students will enjoy reading. Our examples describe students from preschool through young adulthood functioning at various levels of ability. We describe poor teachers as well as excellent ones. Many of our examples describe the kind of teachers we think we are and hope your students will be—good teachers who learn from their inevitable mistakes. The text is organized in a manner that allows instructors to assign students a behavior-change project concurrently with lectures and readings. The text progresses from identifying a target behavior, to conducting a functional analysis, collecting data, selecting an experimental design, arranging consequences, arranging antecedents, and generalizing behavior change. We've tried to provide students with the basics of a teaching technology that will serve as a solid foundation for other methods courses.

NEW TO THE SIXTH EDITION

In preparing this sixth edition, we took to heart suggestions from colleagues and thoughtful letters from students using the book. We did, however, consider

the mousetrap example in Chapter 10 sufficiently illustrative to retain in spite of a letter from an irate animal rights activist who believed that we advocate violating the civil rights of poor defenseless mice.

We have also greatly expanded and, we believe, improved the chapter on functional assessment and functional analysis and moved it closer to the beginning of the text. We believe these tools, along with the development of Behavior Support Plans, also described in the chapter, promise to provide teachers with powerful ways of dealing with some of the most challenging behaviors that students display, often without resorting to traditional, aversive, or punitive methods.

We have provided early in the new edition a series of classroom “snapshots” showing teachers implementing the principles of applied behavior analysis in a variety of settings. We hope these anecdotes will give you a sense of what it’s like to be a teacher using these principles and of the powerful effects they can produce. We also hope that you will sense the joy, pride, and just sheer fun that teachers using the principles experience. We suggest that you refer back to these “snapshots” as you progress through the text and identify examples of the principles as they are more formally defined and described.

Throughout the book you will find marginal notes that refer readers to the book’s Companion Website (CW). These notes integrate technology with the text and cue readers to look for more information or resources on the website, invite them to gauge their understanding of chapter content by taking interactive self-quizzes, and direct them to web-based activities for reflection and problem solving.

We have, as always, searched the professional literature so that we can share with you the latest developments in the field. After rigorous consultation with various experts, including nieces, nephews, and grandchildren, we have updated our examples and tried to use current slang expressions and address contemporary interests of children and young adults. We also found ourselves, once again, updating the prices of items whenever money was mentioned.

SUPPLEMENTS

Several ancillaries supplement this text:

Instructor’s Manual: The Instructor’s Manual includes chapter summaries, chapter outlines, specific activities, overheads, a list of video and Internet resources related to each chapter, homework assignments, and test questions.

Companion Website: The Companion Website for this text is located at www.prenhall.com/alberto. Technology is a growing and changing aspect of education that is creating a need for resources. To address this emerging need, Prentice Hall has developed an on-line learning environment for both

students and instructors to support this textbook. In creating the CW, our goal is to embellish what the textbook already offers. For this reason, the content is organized by chapter and provides the instructor and student with a variety of meaningful resources.

- *For instructors:* Activities to use with students, discussion questions, and resources (books, journal articles, videos, Internet sites). In addition, **Syllabus Manager™** provides the instructor with a step-by-step process to create and revise syllabi on-line without having to learn HTML. Your assignments can link directly to the Companion Website and other on-line content.
- *For students:* Each chapter contains summaries and objectives, reviews of key concepts, Internet resources for supplementary information related to chapter topics, and practice tests (true/false, multiple-choice, and short-answer questions).

Test Bank: The test bank for this text is included in the Instructor's Manual, but is also available in a computerized format for both PC and Macintosh users. The test bank includes true/false, multiple-choice, fill-in-the-blank, and short-answer questions.

ACKNOWLEDGMENTS

We would like to thank all the people who helped us in the process of producing the sixth edition of *Applied Behavior Analysis for Teachers*, including all the professionals at Prentice Hall with whom we worked. We would like to offer a special "Thank you" to Gianna Marsella, our development editor, who rates as the most pleasantly persistent (but persistently present) coach we've ever encountered. We will miss her and wish her the very best in her new endeavors. Thanks as well to Heather Doyle Fraser for taking us on for the final lap. We appreciate the suggestions provided by those who reviewed the text: Roger Bass, Carthage College; Jim Burns, The College of St. Rose; Ellen Paula Crowley, Illinois State University; James W. Halle, University of Illinois at Urbana-Champaign; and Elizabeth Heins, Stetson University.

Once again, we thank Nancy Wilder, for moral support and positive reinforcement. Thanks for the help, Nancy.

Discover the Companion Website Accompanying This Book

THE PRENTICE HALL COMPANION WEBSITE: A VIRTUAL LEARNING ENVIRONMENT

Technology is a constantly growing and changing aspect of our field that is creating a need for content and resources. To address this emerging need, Prentice Hall has developed an online learning environment for students and professors alike—Companion Websites—to support our textbooks.

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FOR THE PROFESSOR—

Every Companion Website integrates **Syllabus Manager™**, an online syllabus creation and management utility.

- **Syllabus Manager™** provides you, the instructor, with an easy, step-by-step process to create and revise syllabi, with direct links into Companion Website and other online content without having to learn HTML.
- Students may logon to your syllabus during any study session. All they need to know is the web address for the Companion Website and the password you've assigned to your syllabus.
- After you have created a syllabus using **Syllabus Manager™**, students may enter the syllabus for their course section from any point in the Companion Website.
- Clicking on a date, the student is shown the list of activities for the assignment. The activities for each assignment are linked directly to actual content, saving time for students.
- Adding assignments consists of clicking on the desired due date, then filling in the details of the assignment—name of the assignment, instructions, and whether or not it is a one-time or repeating assignment.
- In addition, links to other activities can be created easily. If the activity is online, a URL can be entered in the space provided, and it will be linked automatically in the final syllabus.

- Your completed syllabus is hosted on our servers, allowing convenient updates from any computer on the Internet. Changes you make to your syllabus are immediately available to your students at their next logon.

FOR THE STUDENT—

- **Chapter Objectives** – outline key concepts from the text
- **Interactive Self-Quizzes** – complete with hints and automatic grading that provide immediate feedback for students

After students submit their answers for the interactive self-quizzes, the Companion Website **Results Reporter** computes a percentage grade, provides a graphic representation of how many questions were answered correctly and incorrectly, and gives a question by question analysis of the quiz. Students are given the option to send their quiz to up to four email addresses (professor, teaching assistant, study partner, etc.).

- **Web Destinations** – links to www sites that relate to chapter content
- **Learning Network** – the Pearson Learning Network offers a wealth of additional resources to aid in their understanding and application of content
- **Message Board** – serves as a virtual bulletin board to post—or respond to—questions or comments to/from a national audience
- **Chat** – real-time chat with anyone who is using the text anywhere in the country—ideal for discussion and study groups, class projects, etc.

To take advantage of the many available resources, please visit the *Applied Behavior Analysis for Teachers*, Sixth Edition, Companion Website at

www.prenhall.com/alberto

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Note: Every effort has been made to provide accurate and current Internet information in this book. However, the Internet and information posted on it are constantly changing, so it is inevitable that some of the Internet addresses listed in this textbook will change.



Chapter I

Roots of Applied Behavior Analysis

Did you know that . . .

- There may be some validity in your mother's claim that "You're just like your father"?
 - Chemicals in your brain may affect your behavior?
 - Apes can have insight?
 - Pretzels preceded M&Ms as rewards for good behavior?
 - Benjamin Franklin used applied behavior analysis?
-