

The background of the book cover is composed of several overlapping, irregular shapes in various colors and textures. At the top left, there is a bright yellow-green shape. To its right is a dark blue shape. Below these, there is a large, textured orange and red shape that resembles marbled paper or a similar pattern. On the right side, there is a solid green shape. At the bottom right, there is a dark blue shape with some yellow and green brushstrokes. The overall effect is a vibrant, abstract composition.

FIFTH EDITION

BEHAVIOR MODIFICATION

WHAT IT IS AND HOW TO DO IT

GARRY MARTIN ■ JOSEPH PEAR

FIFTH EDITION

***BEHAVIOR
MODIFICATION:***
*What It Is
and
How to Do It*

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Joseph Pear**

University of Manitoba



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Preface

This fifth edition of *Behavior Modification: What It Is and How to Do It*, like its predecessors, assumes no specific prior knowledge about psychology or behavior modification on the part of the reader. Those who want to know how to apply behavior modification to their everyday concerns—from helping children learn life’s necessary skills to solving some of their own personal behavior problems—will find the text useful. Mainly, however, this book is addressed to two audiences: (a) college and university students taking courses in behavior modification, applied behavior analysis, behavior therapy, the psychology of learning, and related areas; and (b) students and practitioners of various helping professions (such as education, counseling, clinical psychology, medicine, psychiatry, nursing, psychiatric nursing, social work, speech therapy, physiotherapy, and occupational therapy) who are concerned directly with enhancing various forms of behavioral development.

From our separate experiences over the past 30 years in teaching members of both groups, we are convinced that they learn the principles of behavior and how to apply them most effectively when the applications are explained with reference to the underlying behavior principles on which they are based. For this reason, as our title implies, this book deals equally with both the principles and the tactics (i.e., the rules and guidelines for specific applications) of behavior modification.

Our goals, and the manner in which we have attempted to achieve them, can be summarized as follows:

1. To teach the elementary principles and procedures of behavior modification. Thus, we begin with the basic principles and procedures, illustrate them with

numerous examples and applications, and increase the complexity of the material gradually. Study Questions at the end of each chapter promote the reader's mastery of the material and ability to generalize to situations not described in the text. These questions can also be used for examination purposes in formal courses.

2. To teach practical how-to skills, such as observing and recording; recognizing instances of reinforcement, extinction, and punishment and their likely long-term effects; interpreting behavioral episodes in terms of behavior principles and procedures; and designing, implementing, and evaluating behavioral programs. To accomplish this, we provide Application Exercises Involving Others, which teach the reader about analyzing, interpreting, and developing programs for the behavior of others; Self-Modification Exercises, which encourage the reader to analyze, interpret, and develop programs for his or her own behavior; and guidelines for specific applications.

3. To provide advanced discussion and references to acquaint readers with some of the empirical and theoretical underpinnings of the field. This material is presented in the Notes and Extended Discussion section at the end of each chapter. These sections, which contain numerous references to relevant articles and books, can be omitted without harm to the continuity of the text. Separate study questions on the notes are provided for those instructors who wish to use them and as aides for students wishing to broaden their understanding of behavior modification. The information given in the extended discussion sections can also be used by instructors as springboards for lecture material.

4. To present the material in such a way that it will serve as an easy-to-use handbook for practitioners concerned with overcoming behavioral deficits and excesses in a wide variety of populations and settings.

The book is divided into six parts:

Part I introduces the behavioral orientation of the book and describes major areas of application of behavior modification techniques for improving a wide variety of behaviors of individuals in diverse settings.

Part II covers the basic principles and procedures of behavior modification. Each of the chapters, except for Chapter 15, begins with a case history drawn from the fields of child development, developmental disabilities, childhood autism, early education, coaching, or normal everyday adult adjustment. Numerous examples of how each principle operates in everyday life and how it can operate to the disadvantage of those who are ignorant of it are also given.

Part III covers no new principles, but rather it discusses more sophisticated ways in which to combine and apply the basic principles and procedures discussed in Part II.

Part IV presents detailed procedures for assessing, recording, and graphing behavior. Methods for conducting functional analyses and behavioral research are also described. Many instructors prefer to present much of this material quite early in their courses—sometimes at the very beginning. Therefore, we have written these chapters so that they can be read independently of the rest of the book; they do not depend on any of the other material. We recommend that students be re-

quired to read these chapters prior to carrying out any major projects for their courses.

Part V deals with how the basic principles, procedures, and assessment and recording techniques are incorporated into effective programming strategies. In keeping with the rigorously scientific nature of behavior modification, we have placed heavy emphasis on the importance of empirically validating program effectiveness. After describing general guidelines applicable to nearly all behavior modification programs, we describe the details of developing token economies in a wide variety of settings. Then, the chapters on self-control and self-desensitization expand on the self-modification exercises of the previous chapters and discuss recent applications to important clinical problems. The chapter on cognitive behavior modification attempts to show that the same behavioral approach that is so effective with public (overt) behavior is also applicable to private (covert) behavior. The final chapter in this section provides an overview of behavior therapy treatments with some of the most common clinical problems.

Part VI expands the reader's perspective of behavior modification. It presents an overview of the history of behavior modification and contains a discussion of the ethical issues in the field. Although some instructors might think that these chapters belong near the beginning of the book, we believe that the reader is more prepared to fully appreciate this material after obtaining a clear and thorough knowledge of behavior modification. We placed ethical issues at the end of the text not because we believe that this topic is less important than the others. On the contrary, we stress ethical issues throughout the book, and, thus, the last chapter provides a reiteration and elaboration of our views on this vital subject. We hope that after reading the concluding chapter, the reader will be fully aware that the only justification for behavior modification is its usefulness in serving all humanity in general and its recipients in particular.

Changes in the Fifth Edition

This edition improves upon the fourth in several respects. First, *two new chapters* have been added in accordance with recent developments in the field. Chapter 16 describes how rule-governed control and goal-setting strategies can be used in behavior modification programs. Chapter 20 describes how functional and descriptive analyses of the causes of problem behaviors can enable one to treat them more effectively. Second, *several other chapters have received considerable revision*. A new section entitled : "Respondent and Operant Components of Emotions" was added to Chapter 15. Systematic desensitization is described in a single chapter (Chapter 25) rather than scattered in two chapters as in the fourth edition. A detailed discussion of critical variables in self-control programs and of relapse prevention strategies was added to the chapter on self-control (Chapter 24). The chapter on cognitive behavior modification (Chapter 26) has been updated to incorporate new findings and expanded to provide a rule-governed interpretation of the successes and failures of cognitive restructuring techniques. Third, *examples have been added to better illustrate the application of behavior principles in everyday life*. And fourth, we have *updated* the references and the Notes and Extended Discussion sections to re-

flect recent developments in the field. In particular, Chapter 27, which provides an overview of behavioral treatments for some of the most common clinical problems, has been updated to describe current treatments of choice for the particular disorders.

Acknowledgments

The writing of the five editions of this book was made possible by the help of many individuals. We gratefully acknowledge the cooperation and support of the staff at the Manitoba Developmental Centre and Dr. Carl Stephens and the staff at the St. Amant Centre. Much of the material in this volume was generated while the authors were involved in these institutions; without the support of these staff members this book would not likely have been written.

Grateful acknowledgment is due to our many students and to Joan Lumsden, Lyle Wray, and Michael LeBow for their constructive feedback on earlier editions; to Linda McDonald, who helped to gather some of the material for the guidelines sections; to Jim Rennie, for contributing a number of study questions; and especially to Jack Michael, Rob Hawkins, and Bill Leonhart for their many excellent suggestions for improvements in earlier editions. We also wish to thank Leila Krumm, Barb Roscoe, Beryl Lagassi, Vikki Wood, Claudia Milton, and Daryla Christie for their cheerful and efficient typing of various drafts of this text.

We are grateful to the following reviewers whose helpful criticism improved this fifth edition: Rita M. Curl, PhD, Minot State University; David A. Wittrock, PhD, North Dakota State University; Coleman Paul, PhD, Adelphi University; Carol A. Saslow, PhD, Oregon State University.

Finally, we express our appreciation to the very capable editorial and production team at Prentice Hall. In particular, we want to thank Heidi Freund, our editor, and Mary Rottino, our production editor.

Completion of this book was facilitated by a research grant from the Medical Research Council of Canada (Grant No. MT-6353) to G. L. Martin.

To the Student

This book is designed to help you learn to talk about and apply behavior modification effectively. You need no prior knowledge of behavior modification to read and understand this text from beginning to end. We are confident that students at all levels—from beginners to advanced—will find the text informative and useful.

Behavior modification is a broad and complex field, with many ramifications. Realizing that some students will require or want a deeper knowledge of behavior modification than others, we have separated the more elementary material from the material that demands more thought and study. The former material is presented in the main body of the text. The latter material is presented at the end of each chapter under the heading “Notes and Extended Discussion.”

The numbers in the margin of the main text refer you to the corresponding numbered passages in the “Notes and Extended Discussion” sections. How you use these sections is up to you and your instructor. You can ignore them altogether and still obtain a good working knowledge of the principles and tactics of behavior modification, because the main text does not depend on the material in the “Notes and Extended Discussion.” We believe, however, that many students will find these sections informative and that many teachers will find the material useful in stimulating class discussion and imparting additional background information.

Another major way in which we have attempted to help you learn the material is by providing guidelines on the use of all the behavior modification methods discussed in the text. These guidelines should prove useful as summaries of the material as well as help you to apply the methods described in the text.

Numerous study questions and application exercises (including “self-modification” exercises) are also presented in most chapters. The study questions are intended to help you check your knowledge of the material when preparing for quizzes and exams. The application exercises and self-modification exercises are intended to help you develop the practical skills you will need to carry out behavior modification projects effectively.

To help make your study productive and enjoyable, we progress from the simpler and more intrinsically interesting material to the more difficult and complex material. This is also true of the writing style. But a word of caution: *Do not be misled by the seeming simplicity of the earlier chapters.* Students who conclude that they are skilled behavior modifiers after they have learned a few simple behavior modification principles unfortunately end up proving the old maxim that “a little knowledge is a dangerous thing.” If we personally had to pick the most important chapter in this book, in terms of the knowledge and skills that define a competent behavior modifier, it would probably be Chapter 22. We therefore strongly suggest that you reserve judgment about your abilities as a behavior modifier until you have mastered Chapter 22 and all the preliminary material on which it is based.

With that word of caution, we wish you much success and enjoyment as you pursue your studies in this exciting and rapidly expanding field.

G.L.M.
J.J.P.

Prentice Hall and Drs. Loren E. Acker and Bram C. Goldwater [the Associates in Analysis of Behavior] are proud to include an addition to the practical learning experience of Martin and Pear's **BEHAVIOR MODIFICATION: WHAT IT IS AND HOW TO DO IT, Fifth Edition!**

BEHAVIOR MODIFICATION COMPUTER SIMULATIONS: THE WORLD OF SIDNEY SLUG AND HIS FRIENDS® is a microcomputer simulation game designed to teach the basic principles of learning and behavior change by allowing you to work on actual behaviors on a computer. **SIDNEY SLUG** has been used and enjoyed by thousands of students and professionals across North America because the program provides a compelling adjunct to courses in which behavior modification is considered.

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