Behavior Modification What It Is And How To Do It

In this important book, one of the most exciting and promising developments in clinical psychology—behavior modification—is applied to the treatment of the mentally retarded, particularly those whose behavior poses difficult problems for institutions. Professor Gardner presents an easily intelligible yet detailed account of the concepts and practices of behavior modification and the underlying learning systems, with numerous clinical illustrations of applying specific techniques to various educational and rehabilitation problems. A thorough discussion of the inadequacies of the psychological evaluation systems normally used in education and rehabilitation is offered, along with an alternative behavior analysis approach that provides a method of translating evaluation data into treatment practices. In explaining behavior analysis, the author takes into account the limited behavioral repertoire of the retarded and environmental deficits. Individual chapters on respondent, operant, and observational learning, and a detailed discussion of a functional analysis approach to evaluation, are included. Proven behavior modification strategies are presented along with a review of related research and clinical studies. The book closes with a detailed description of a research program for the design and testing of sheltered workshop systems for the retarded and emotionally disturbed. The positive approach inherent in the belief that behavior is modifiable—ven in the severely limited retarded—is in marked contrast to the pessimism of other systems of therapy, education, and training. Also, the author has concentrated throughout on making the book understandable to clinicians and students with no previous knowledge of behavior modification. Besides serving as a valuable handbook for all treatment personnel, the book can also be used as a basic text for various courses dealing with mental retardation.

Using a unique behavioral assessment and treatment planning framework, the updated Sixth Edition provides a systematic overview of behavioral and cognitive principles and their applications to a wide range of issues and situations encountered in human services professions. Up-to-date practice examples drawn from eight diverse case studies illustrate the range and versatility of the behavior change approach in an increasingly diverse and multicultural society, while an innovative chapter on clinical applications of behavioral and cognitive intervention techniques also addresses current influences in the field. This edition embraces the rigorous empirical foundations that have made this approach such a significant contributor to the national and international therapeutic milieu of the 21st century.

During the past decade, research and practice in the field of behavior modification have experienced phenomenal growth. Behavioral intervention strategies that were considered strictly experimental a few years ago are now accepted therapeutic modalities, and behavioral method ology has been instrumental in creating an atmosphere conducive to the development of scientific rigor in the area of mental health. But behavioral influence has not been limited to mental health. There has been considerable impact in education, industry, government, and general health care. Although behavior modification has made a significant impact on psychology in general, there has been a noticeable lack of theorizing and empirical research on issues primarily related to black populations. In fact, the black community in general, and black psychologists in particular, often have viewed behavioral approaches with suspicion. We hope that the material presented in this volume will serve to clarify what the behavioral approach is and what it is not and that it will help to foster an understanding of the behavioral approach. Moreover, empirical data demonstrating the effectiveness of behavioral procedures with black populations are presented. It is our hope that the material will provide some insight into how behavioral theory, methodology, and therapeutic strategies can be used to the benefit of black mental health in particular and the overall psychological health of the black community in general.

This book is an account of a personal journey through a research program. A number of people have helped guide my way. To them I am deeply grateful. Special thanks are offered to my students, whose constant stimulation and provocation were incentives to write this book. Moreover, in the belief that they would never show the initiative to put together a festschrift for me (i.e., a book dedicated to someone for his contributions), I decided to do it myself. Several people cared enough to offer editorial criticism, namely, Myles Genest, Barney Gilmore, Roy Cameron, Sherryl Goodman, and Dennis Turk. The reader benefits from their perspicacity. Finally, to my parents, who taught me to talk to myself, and to my family, without whose constant input this book would have been completed much sooner, but would have been much less fun, I dedicate this book. D.M. 5

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Alan Kazdin, a well-known and highly respected researcher in behavior modification, offers a scholarly, thoroughly contemporary look at behavior modification principles and their application in clinical, home, school, and work settings. By including both applied research and clinical intervention techniques, Kazdin's text provides a balance between research and practice. The new edition is now written in a more conversational style and offers an expanded "how to" focus, giving students opportunities to practice the principles.

Behavior Modification, 10/e assumes no specific prior knowledge about psychology or behavior modification on the part of the reader. The authors begin with basic principles and procedures of behavior modification and then provide readers with how-to-skills such as observing and recording. Next, the authors provide advanced discussion and references to acquaint readers with
some of the empirical and theoretical underpinnings of the field. Readers will emerge with a thorough understanding of behavior modification in a wide variety of populations and settings. Professor Bandura presents basic psychological principles governing human behavior within the conceptual framework of social learning, reviewing the recent theoretical and experimental advances in the field and discussing extensive applications of this knowledge to the vital areas of personality development, education, psychopathology and psychotherapy. The numerous investigations contained in the book also illustrate how understanding of major change processes can be advanced by behavior modification principles to unfold in an orderly sequence. Coverage of seldom covered topics includes overshadowing, habit reversal, self-monitoring, self-instruction, and covert behavioral methods for changing respondent behavior. BEHAVIOR MODIFICATION: PRINCIPLES AND PROCEDURES, Sixth Edition, uses a precise, step-by-step, scientific approach to explain human behavior. Case studies and examples illustrate key principles. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version. MySearchLab provides students with a complete understanding of the research process so they can complete research projects confidently and efficiently. Students and instructors with an internet connection can visit www.MySearchLab.com and receive immediate access to thousands of full articles from the EBSCO ContentSelect database. In addition, MySearchLab offers extensive resources on the research process itself—including tips on how to navigate and maximize time in the campus library, a step-by-step guide on writing a research paper, and instructions on how to finish an academic assignment with endnotes and bibliography. For undergraduate courses in Behavior Modification or Behavior Therapy This book presents a comprehensive, practical presentation of both the principles of behavior modification and guidelines for their application. Throughout their separate experiences in teaching behavior modification over the past 39 years, both Garry Martin and Joseph Pear's goals have remained the same: to teach people about the principles of behavior modification and how to apply them effectively to everyday concerns—from helping children learn life's necessary skills to solving some of their own personal behavior problems. Through eight editions their text has remained successful and effective because it addresses the needs of two central audiences: college and university students taking courses in behavior modification and its related areas; and students or practitioners of various helping professions (such as clinical psychology, counseling, medicine, etc.) who are concerned directly with enhancing various forms of behavioral development. Assuming no prior knowledge of behavior modification or psychology, this text facilitates understanding of the principles of behavior modification and helps readers to successfully implement behavior modification programs. For courses in Behavior Modification, Behavior Analysis, Applied Behavior Analysis, Behavior Management, Behavior Therapy, or The Psychology of Learning. Intended primarily for courses taken by students in fields such as Psychology, Education, Counseling, Nursing, and Social Work, this book presents a comprehensive, practical presentation of both the principles of behavior modification and guidelines for their application. This ninth 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) 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 clinical psychology, counseling, education, medicine, nursing, occupational therapy, physiotherapy, psychiatric nursing, psychiatry, social work, speech therapy, and sport psychology who are concerned directly with enhancing various forms of behavioral development. This book is the first attempt to validate behavior modification techniques in a carefully controlled experimental treatment environment for emotionally disturbed children. Such special settings permit carefully conducted research experiments can be carried out. This is the first book to synthesize scientific and clinical approaches to human behavior, indicating that behavior modification may one day be as much an applied science as engineering or medicine. This experimental approach introduces scientific rigor to the clinical setting, as evidenced by precise measurement of behavior variables, detailed specification of treatment procedures, and the use of sophisticated experimental designs to provide objective evaluation of the effectiveness of treatment programs. In this approach, series of idiographic (single-subject) case studies are conducted in a precise manner with each patient-subject admitted to the treatment program. The general research methodology is similar to that used in the broad area of operant conditioning, and most work reported in the book was conducted within a learning theory or behavior-modification framework. Browning and Stover discuss the general problems of developing and controlling a total therapeutic milieu, presenting practical discussions of problems of data collection, decisions about treatment programs to be used, staffing problems, and documentary opinion on the relative values of various treatment techniques. Throughout attention is devoted to developing a method for answering common questions of parent, child-care worker, and professional. The authors conducted symposia on the material contained in this book at various national and regional meetings and have lectured extensively on college campuses. It is a ground-breaking study. Behavior modification has lacked operational procedures to sharpen techniques and equipment. This aspects have lagged behind the development of general principles and specialized modification techniques. This sophisticated sourcebook is devoted exclusively to the technical details of "how-to-do-it" in behavioral assessment and practice—an aspect of behavior modification that is relatively undeveloped despite its significance and that has only recently received the attention it deserves. The selections contained in this volume have been drawn from a variety of technical areas and are organized into six main parts. The first part emphasizes the importance of technology and procedure in the history of the field, and in the second part attention is given to guidelines for practice with individuals and families that may be employed with a wide variety of problems and patrons in many service settings. The next part, on interviewing guidelines and style, includes an interview guide for behavioral counseling and a general discussion of types of bias and therapist influence in behavioral assessment. Part four is concerned with observation, recording, and monitoring; and part five, on schedules and checklists, includes a variety of schedules and rating forms, including a therapist schedule for rating family verbal behavior. The last part, on instrumentation in behavior therapy, contains a chapter that is a major, comprehensive description and review of electromechanical devices applicable to behavior modification. Because the book covers procedural details, it serves not only as a sourcebook but as a volume every practicing behavior modifier, as well as researchers in behavior therapy and modification will find useful. Social workers, teachers, clinical psychologists, psychiatrists, pastoral counselors, and their students.
will appreciate this manual covering technical information required for effective practice.

This book provides the reader with an insight into recent developments in the theory and application of operant conditioning with people. The main aim of the contributions to this book is to convey some of these developments and to suggest new directions for future work - both in the theoretical and applied aspects of operant analysis with humans. Specifically, the contributors cover the following ground: (i) a look at future trends in operant theory and applied behaviour analysis, (ii) a detailed discussion of the role of animal and laboratory-based operant performance, (iii) the role of operant analyses in understanding human psychological phenomena and (iv) direct quantitative analyses of human operant performance. This volume is not so much a comprehensive review and summary of recent developments in human behaviour analysis, but rather a critique and source of ideas, and new techniques, for all psychologists using applied behaviour analysis methods.

The ability to learn is of crucial importance in human life, but understanding this ability has proved to be difficult. There have been many attempts to formulate scientific theories based on both animal experiments and human experience; and these have been applied to education and the treatment of psychological disturbance, with a certain amount of success. Originally published in 1984, this incisive guide to the research and its outcomes provides the background to one of the most debated topics in psychology today. Learning Theory and Behaviour Modification introduces the work of major figures, such as Pavlov and Skinner, which has strongly influenced theories in educational and clinical psychology, and formed the basis of the techniques known as 'behaviour modification'. As well as giving examples of these techniques the author relates new ideas about the scope and limits of behaviour modification to recent changes in the views of learning theorists. How much can experiments on animals tell us about human psychology?

Adaptive Learning and the Human Condition provides a coherent and comprehensive introduction to the basic principles of classical (Pavlovian) and instrumental (Skinnerian) conditioning. When combined with observational learning and language, they are responsible for human accomplishment from the Stone Age to the digital age. This edition has been thoroughly updated throughout, relating adaptive learning principles to clinical applications as well as non-traditional topics such as parenting, moral development, and the helping professions. Defining learning as an adaptive process enables students to understand the need to review the basic animal research literature in classical and operant conditioning and consider how it applies to human beings in our everyday lives. Divided into four parts, this book covers historical research into psychology and adaptive learning, principles of adaptive learning (prediction and control), adaptive learning and the human condition, and behavior modification and the helping professions. The book showcases how an adaptive learning strategy can be practical, diagnostic, and prescriptive, making this an essential companion for psychology students and those enrolled in programs in professional schools and helping professions including psychiatry, special education, health psychology, and physical therapy.

Behavior Modification: What It Is and How to Do It is a comprehensive, practical presentation of the principles of behavior modification and guidelines for their application. Appropriate for university students and for the general reader, it teaches forms of behavior modification ranging from helping children learn necessary life skills to training pets, to solving personal behavior problems. It teaches practical "how-to" skills, including: discerning long-term effects; designing, implementing, and evaluating behavioral programs; interpreting behavioral episodes; observing and recording behaviors; and recognizing instances of reinforcement, extinction, and punishment. Behavior Modification is ideal for courses in Behavior Modification, Applied Behavior Analysis, Behavior Therapy, the Psychology of Learning, and related areas; and for students and practitioners of various helping professions (such as clinical psychology, counselling, education, medicine, nursing, occupational therapy, physiotherapy, psychiatric nursing, psychology, social work, speech therapy, and sport psychology) who are concerned directly with enhancing various forms of behavior development. The material is presented in an interesting, readable format that assumes no prior knowledge of behavior modification or psychology. Specific cases and example clarify issues and make the principles real. Guidelines throughout provide a ready source to use as a reference in applying the principles. Online resources, including an instructor's manual, are available at www.routledge.com/9780815366546. ation, medicine, nursing, occupational therapy, physiotherapy, psychiatric nursing, psychology, social work, speech therapy, and sport psychology) who are concerned directly with enhancing various forms of behavior development. The material is presented in an interesting, readable format that assumes no prior knowledge of behavior modification or psychology. Specific cases and examples clarify issues and make the principles real. Guidelines throughout provide a ready source to use as a reference in applying the principles. Online resources, including an instructor's manual, are available at www.routledge.com/9780815366546.

Continuing the tradition of excellence established in previous editions, distinguished researcher, practitioner, and educator Alan Kazdin integrates pioneering and recent research with discussions and examples for altering behavior and the conditions that influence their effectiveness. The Seventh Edition reflects several developments within the field of behavior modification, without diminishing an essential emphasis on applied research and intervention techniques. Kazdin has expanded and refined discussions of functional behavioral assessment, antecedent events and their influence on behavior, assessment options, ensuring the quality of assessment, data evaluation, and ethical and legal issues. New to this edition is an Appendix to guide a behavior-change project that focuses on applying the content of the book in everyday life. In addition to comprehensive coverage and lucid explanations of how assessment, evaluation, and intervention work together to improve the care of individuals, the text contains many learning-oriented features, such as chapter outlines that convey content, direction, and key points; practical examples of principles and techniques; an abundant number of tables that summarize important concepts; exercises for designing or evaluating a specific intervention or for changing a program that is not working; and a list of key terms at the end of the chapters. By completing the exercises and understanding the terms, students can master the core content of the chapters. This outstanding text enables students and professionals with varied interests to implement effective techniques with individuals and in contexts where change is desperately needed in a world challenged by a wide range of social problems.

This volume is the outgrowth of the proceedings of the ninth annual Institute for Research in Clinical Psychology ... held at the University of Kansas campus on April 3rd to 5th, 1967. These institutes were initiated by M. Erik Wright of the University of Kansas Psychology Department in the late 1950s. Their focus has been on new developments in research and theory in clinical psychology. The ninth of these institutes concerned the role and place of behavior modification techniques in clinical psychology"--preface.

Mental retardation has probably existed for as long as mankind has inhabited the earth. References to seemingly retarded persons appear in Greek and Roman literature. Examination of Egyptian mummies suggests that some may have suffered from diseases associated with mental retardation. Mohammed advocated feeding and housing those without reason. There is other evidence for favorable attitudes
toward the retarded in early history, but attitudes varied from age to age and from country to country. The concept of remediation did not emerge until the nineteenth century. Earlier, in 1798, Itard published an account of his attempt to train the "wild boy of Aveyron." A rash of efforts to habilitate retarded persons followed. Training schools were developed in Europe and the United States in the 1800s; however, these early schools did not fulfill their promise, and by the end of the nineteenth century large, inhumane warehouses for retarded persons existed. The notion of habilitation through training had largely been abandoned and was not to reappear until after World War II.