

Citation 1:

Title: The Effects of Punishment on Classroom Misbehavior

Authors: James Smith and Peter Jones

Date of Publication: 2001

Published in: Journal of Consulting and Clinical Psychology, Vol. 68, pages 224-234

Smith, J. & Jones, P. (2001). The effects of punishment on classroom misbehavior. *Journal of Consulting and Clinical Psychology*, 68, 224-234.

Citation 2:

Title: The Effects of a Token Economy on Prosocial Classroom Behavior

Authors: Kelly A. Davis, James Smith, Joyce J. Petterson, & Monica Davis

Date of Publication: 2000

Published in: Journal of Behavior, Vol. 72, pages 123-130

Davis, K.A., Smith, J., Petterson, J. J., & Davis, M. (2000). The effects of a token economy on prosocial classroom behavior. *Journal of Behavior*, 72, 123-130.

Citation 3:

Title: The Effects of Student Behavior on Teacher Job Satisfaction

Author: Kelly A. Davis

Date of Publication: 1999

Published in: Journal of Consulting and Clinical Psychology, Vol. 66 , pages 74-77

Davis, K. A. (1999). The effects of student behavior on teacher job satisfaction. *Journal of Consulting and Clinical Psychology, 66, 74-77.*

Citation 4:

Title: The Relationship of Student Drop-Out Rate to Teacher Job Satisfaction

Author: John P. Thomas

Date of Publication: 1998

Published in: Keeping Students In School

Editors: Kimberly Johnson & Marcel Moore

Pages: 122-136

Publisher of Book: Scholastic Press

Location of Publisher: New York, NY

Thomas, J. P. (1998). The relationship of student drop-out rate to teacher job satisfaction. In K. Johnson & M. Moore (Eds.), *Keeping Students in School* (pp. 122-136). New York: Scholastic Press.

Citation 5:

Title: To assure the free appropriate public education of all children with disabilities: Twenty-second annual report to Congress on the implementation of the Individuals with Disabilities Education Act

Author: U.S. Department of Education

Date of Publication: 2000

Published by: U.S. Department of Education

Location of Publisher: Washington DC

U.S. Department of Education (2000). *To assure the free appropriate public education of all children with disabilities: Twenty-second annual report to Congress on the implementation of the Individuals with Disabilities Education Act*. Washington, DC: Author.

Citation 6:

Title: Gray Oral Reading Tests-3

Authors: L. Wiederholt & B. Bryant

Date of Publication: 1992

Published by: PRO-ED

Location of Publisher: Austin, TX

Wiederholt, L. & Bryant, B. (1992). Gray Oral Reading Tests—3. Austin, TX:  
PRO-ED.

## Group #2:

Read the titles of the following hypothetical research studies. Identify the independent and dependent variables in each. Using just that information, try to make up a likely experimental hypothesis for each study. State in what section(s) of an APA style paper the hypothesis would appear.

*All hypotheses in Introduction and restated in Discussion.*

The Effects of Punishment (IV) on Classroom Misbehavior (DV)

“It is hypothesized that punishment will result in a decrease of classroom misbehavior.”

The Effects of a Token Economy (IV) on Prosocial Classroom Behavior (DV)

“It is hypothesized that use of a token economy will result in an increase of prosocial classroom behavior.”

## The Effects of Student Behavior (IV) on Teacher Job Satisfaction (DV)

“It is hypothesized that improvements in student behavior will result in greater teacher job satisfaction.”

## The Effects of Withdrawal of Privileges (IV) on Off-Task Behavior in Fourth-Grade Students with ADHD (DV)

“It is hypothesized that withdrawal of privileges will result in a decrease of off-task behavior in fourth grade students with ADHD

## The Effects of Reinforcement (IV) on On-Task Behavior (DV) of Fourth Grade Students with ADHD

“It is hypothesized that reinforcement will result in an increase of on-task behavior of fourth grade students with ADHD.”

## The Effects of Systematic Desensitization (IV) on Spider Phobia (DV)

“It is hypothesized that use of systematic desensitization will result in a decrease in spider phobia.”

## The Effects of Individual Instruction in Phonemic Awareness (IV) on Reading Readiness (DV) in Kindergarten Students

”It is hypothesized that individual instruction in phonemic awareness will result in greater reading readiness in kindergarten students.”

The Effects of Mild Electric Shock (IV) on Eliminating Self-Abusive Behavior (DV) in an Individual with Severe Cognitive Impairment

“It is hypothesized that punishing self-abusive behavior with a mild electric shock will result in the elimination of self-abuse in an individual with severe cognitive impairment .”

The Effects of Scheduled Social Activities (IV) on Depression (DV) in a Group of Women with Dysthymic Disorder

“It is hypothesized that scheduled social activities will result in a decrease in depression in a group of women with Dysthymic Disorder.”

### Group #3:

Using the information below, identify the independent and dependent variables and construct APA style titles for the following hypothetical research studies. Based on the available information, is this study involving an overt behavior or covert behavior? If it is a covert behavior, suggest how it could be measured.

Study 1 researched whether or not praising fourth graders diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) while they were in their seats would increase the likelihood that they would remain in their seats when they were supposed to.

IV = praise DV = remaining in seat, overt behavior

“The Effects of Praise on Compliance for Remaining Seated in a Group of Fourth-Graders Diagnosed with Attention Deficit Hyperactivity Disorder (ADHD)”

Study 2 investigated if a moderately mentally impaired youngster could learn a new multi-step self-care task using the behavioral principle of shaping.

IV = shaping    DV = learning self-care task, overt behavior

“The Effects of Shaping on the Learning of a New Multi-Step Self-Care Task for a Moderately Mentally Impaired Youngster”

Study 3 researched the effectiveness of parents physically disciplining their children for bringing home bad grades.

IV = physical discipline    DV = bringing home bad grades, overt behavior

“The Effects of Physical Discipline on Children’s Grades”

Study 4 investigated how well systematic desensitization would treat a phobic's fear of flying

IV = systematic desensitization DV = fear of flying, covert behavior

DV could be measured by responses to a fear inventory, the subject's subjective self-report, the subject's willingness to fly

“The Effects of Systematic Desensitization on Fear of Flying”

Study 5 investigated how well parents could increase their children's compliance with a structured homework time by withdrawing their video game playing time for noncompliance.

IV = withdrawal of video games DV = compliance with homework time, overt

“The Effects of Withdrawal of Video Game Privileges for Noncompliance on Children's Compliance with a Structured Homework Time”

Study 6 investigated the effectiveness of a self-esteem program in raising the self-esteem of middle-school age girls.

IV = self-esteem program    DV = self-esteem, covert behavior

Could be measured by responses to a self-esteem inventory, self-report, parental rating, etc.

“The Effects of a Self-Esteem Program on the Self-Esteem of Middle-School-Age Girls”

Study 7 investigated if second-grade children with reading deficits would learn to read more words if they earned stickers for each word they read correctly.

IV = stickers    DV = reading words correctly, overt behavior

“The Effects of Reinforcement With Stickers on Word Reading Accuracy in Second-Grade Children”

Study 8 investigated teenagers attitudes toward smoking following an education program on smoking and lung disease

IV = education program on smoking and lung disease

DV = attitude toward smoking, covert behavior

Could be measured by responses to attitude toward smoking survey.

“The Effects of an Education Program on Smoking and Lung Disease on Teenagers’ Attitudes Toward Smoking”

Study 9 investigated whether a 9-year-old boy would cease his nail-biting if placed on a differential reinforcement of zero-responding schedule.

IV = differential reinforcement of zero-responding

DV = nail biting, overt behavior

“The Effects of a Differential Reinforcement of Zero-Responding Schedule on the Nail-Biting of a 9-Year-Old Boy.”

## Group #4

Presume that the following are topics of your research. Identify the target behavior in each situation and provide a clear and explicit operational definition of the target behavior such that anyone else reading your description could identify and observe that behavior. (These are hypothetical situations, so you have some leeway in how you describe your target behavior. Just be sure it is operationally defined in an explicit manner).

Study 1 researched whether or not praising fourth graders diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) while they were in their seats would increase the likelihood that they would remain in their seats when they were supposed to.

Target Behavior / Operational Definition = remaining seated with bottom in chair and feet on the floor

Study 2 investigated if a moderately mentally impaired youngster could learn a new multi-step self-care task using the behavioral principle of shaping.

Target Behavior / Operational Definition = e.g. tooth-brushing; holding toothbrush in hand, squeezing pea-sized amount of toothpaste onto brush independently; placing brush in mouth; moving toothbrush while in mouth so that bristles make contact with teeth for sustained time of 60 seconds; spitting toothpaste from mouth into sink; filling cup with water; bringing cup to mouth and transferring water from cup to mouth; swishing water in mouth; spitting into sink; placing toothbrush back in holder

Study 3 researched the effectiveness of parents physically disciplining their children for bringing home bad grades.

Target Behavior / Operational Definition = receiving a grade of below C on any test, quiz, project or assignment

Study 4 investigated how well systematic desensitization would treat a phobic's fear of flying

Target Behavior / Operational Definition = fear as evidenced by the subject's score on a fear inventory within a predefined range

Study 5 investigated how well parents could increase their children's compliance with a structured homework time by withdrawing their video game playing time for noncompliance.

Target Behavior / Operational Definition = going to the assigned place for homework completion with all necessary materials with no more than one directive from parent; being actively engaged in homework for the specified time as evidenced by observable reading or writing behaviors

Study 6 investigated the effectiveness of a self-esteem program in raising the self-esteem of middle-school age girls.

Target Behavior / Operational Definition = self-esteem as evidenced by score on self-esteem inventory within a predefined range

Study 7 investigated if second-grade children with reading deficits would learn to read more words if they earned stickers for each word they read correctly.

Target Behavior / Operational Definition = orally reading words aloud without hesitation or mispronunciation

Study 8 investigated teenagers attitudes toward smoking following an education program on smoking and lung disease

Target Behavior / Operational Definition = attitude toward smoking as evidenced by a score on an attitude toward smoking survey within a predefined range

Study 9 investigated whether a 9-year-old boy would cease his nail-biting if placed on a differential reinforcement of zero-responding schedule.

Target Behavior / Operational Definition = bringing fingers to mouth for longer than one second and having teeth make contact with the nail

## Group #5:

Identify what, if anything, is wrong with the following excerpts from a research paper which is supposed to be written in APA style. Make the corrections

*The first excerpt is from the introduction section:*

In a research study published in 2002, Joseph Thompson and Michael Smith demonstrated that relatively complex tasks could be taught to moderately mentally impaired individuals through shaping if the shaping components progressed gradually enough. Furthermore, it was found that if the shaping steps progressed very slowly and gradually, there was no significant difference between the performance of the moderately mentally impaired subjects and non-impaired controls of similar mental age.

“Thompson and Smith (2002) demonstrated... Furthermore....non-impaired controls of similar mental age (Thompson & Smith, 2002).”

*Continuing on, this was also found in the introduction section:*

In a follow up study in 2003, they investigated whether the gains made by the subjects with mental impairment were maintained.

No personal pronouns.

“A follow-up study investigated whether the gains made by the subjects with mental impairment were maintained (Thompson & Smith, 2003).

*The second excerpt is also from an introduction section which states the researcher’s hypothesis:*

... I propose that providing reinforcement will result in an increase in the behavior frequency.

No personal pronouns.

“It is hypothesized that providing reinforcement will result in an increase in the behavior frequency.”

*The third excerpt is from a methods section:*

... First, the research team and I observed the behavior, using standardized observation and recording procedures, and obtained a baseline frequency. Second, we administered the praise reinforcement for every occurrence of the behavior. .... Finally, we withdrew the reinforcement, and observed the behavior again, recording the frequency of every occurrence.

No personal pronouns. Use passive voice or refer to self as “the author.”

“Using standardized observation and recording procedures, a baseline frequency was obtained... Praise reinforcement was then administered for every occurrence of the behavior... Finally, reinforcement was withdrawn and the behavior was observed again with every occurrence being recorded.”

*The fourth excerpt is from the results section:*

The baseline frequency of the behavior was five occurrences in an hour. Following the reinforcement, the behavior increased in frequency to 10 times in an hour. This supported the hypothesis that providing reinforcement will increase the frequency of a reinforced behavior.

No interpretation in results section. Eliminate last sentence.

*The final excerpt is from the references section:*

American Psychiatric Association. (1994). *Diagnostic and Statistical Manual of Mental Disorders* (4<sup>th</sup> ed.). Washington, DC: Author.

Barsky, A. J., & Borus, J. F. (1999). Functional somatic syndromes. *Annals of Internal Medicine*, 130, 910-921.

Deale, A., Chalder, T., Marks, I., & Wessely, S. (1997). Cognitive behavior therapy for chronic fatigue syndrome: A randomized controlled trial. *American Journal of Psychiatry*, 154, 408-414.

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American Psychiatric Association. (1994). *Diagnostic and Statistical Manual of Mental Disorders* (4<sup>th</sup> ed.). Washington, DC: Author.

Barsky, A. J., & Borus, J. F. (1999). Functional somatic syndromes. *Annals of Internal Medicine*, 130, 910-921.

Deale, A., Chalder, T., Marks, I., & Wessely, S. (1997). Cognitive behavior therapy for chronic fatigue syndrome: A randomized controlled trial. *American Journal of Psychiatry*, 154, 408-414.