

Activity #4

Group #1: Using your own real-life experiences and examples, and not those from lecture or the text, provide an example of how each of the following intermittent schedules could be used:

- Limited responding differential reinforcement of low rates
- Spaced responding differential reinforcement of low rates
- Differential reinforcement of zero/other responding
- Differential reinforcement of incompatible behavior
- Differential reinforcement of alternative behavior

Group #2: Using your own real-life experiences and examples, and not those from lecture or the text, provide four real-life examples of S^D s and S^A s. Choose a behavior to bring under stimulus control and describe in detail how stimulus discrimination training would proceed.

Group #3: Define fading. Using your own real-life experiences and examples, and not those from lecture or the text, describe in detail how fading could be used to teach a new behavior.

Group #4: Define shaping. What aspects of behavior can be shaped? Using your own real-life experiences and examples, and not those from lecture or the text, describe in detail how shaping could be used to teach a new behavior.