Activity #6

Group #1:
Differentiate between escape and avoidance conditioning. Using your own real-life examples, and not those from lecture or the test, provide four examples of behaviors developed or maintained by escape conditioning and four examples of behaviors developed or maintained by avoidance conditioning.

Group #2:
Define operant Stimulus Generalization. Using your own real-life experiences and examples, and not those from lecture or the text, provide examples of the following:

- Stimulus Generalization due to Physical Similarity
- Stimulus Generalization due to Conceptual Learning
- Stimulus Generalization due to Equivalence Classes

Describe ways you could intentionally program stimulus generalization into a behavior modification program and why this might be a desirable thing to do.

Group #3:
Define operant Response Generalization. Using your own real-life experiences and examples, and not those from lecture or the text, provide examples of the following:

- Response Generalization due to Physical Similarity
- Response Generalization due to Conceptual Similarity
- Response Generalization due to Equivalence Classes

Describe ways you could intentionally program response generalization into a behavior modification program and why this might be a desirable thing to do.

Group #4:
Differentiate between rules and goals. Using your own real-life experiences and examples, and not those from lecture or the text:

- Choose a specific and explicit behavior and write a rule that would facilitate learning of that behavior. Describe the elements of an effectively-written rule.

Based on your knowledge about effective goal setting write:

- one clinical goal with two clinical objectives
- and one academic goal with two academic objectives Choose a specific and explicit behavior and write a goal that would facilitate learning of that behavior. Describe the elements of an effectively-written goal.