

ABA I Unit IV Cooper et al. (Chapters 8 and 9)

Honor code statement. I did this exam without using my text and without assistance, online or otherwise, from anyone or any other source. I did the exam in no more than 60 minutes. Moreover, **I did not look at or study the contents of the exam prior to opening the document.** (You are to study the contents of the assignment, working on mastering the contents outlined in the summary and reviewing the contents of the assigned readings before you open and take the exam).

Date: _____ Time begun: _____ Time I stopped. _____ Sent to my proctor (time).

I have read the above and confirm that I followed these guidelines completely and verify this by typing my name below.

NAME: _____

My Proctor is:

Proctor: Type the date and time when you received the exam.

Date: _____ Time _____

Proctor: Place a **C** for correct before (i.e., before the number for the question) each correct response in **BOLD** (capitalized) and an **X** mark in **BOLD** and Capitalize before an incorrect response.

Total correct responses out of 19 possible responses = _____

Percentage accurate was _____%

Criterion is 90% (or 16) Criterion is worth 5 optional points and 100% is worth 10 optional points. (Record in grade book)

Less than 90% requires retaking versions **of the questions missed prepared by the proctor.** All incorrect responses are to result in another exam composed by the proctor. If the student does not pass the exam on the retake, each subsequent retake results in a penalty of 5 points. Retakes of the exam must be sent to the proctor within 48 hours of receiving the new exam.

TO PROCTOR: The oral in-class exam was consistent with the written responses (Y or N or Type NOT SURE). _____

Chapter 8

Describe the following designs and give one example of how you might use each. Note that these designs are used for behavior that is already in the participants' repertoires.

- (1) Reversal ABAB design
- (2) Alternating treatment designs
- (3) Multielement design
- (4) Multiple treatment reversal design
- (5) Withdrawal design
- (6) (NCR) reversal design (note this procedure is best tacted as noncontingent delivery of preferred items).

Chapter 9

- (1) Describe a multiple baseline design and three types
- (2) What are the advantages of a multiple baseline design?
- (3) Which behavior, participant, or setting should you intervene with first?

- (4) What is critical about the length of baselines in multiple baselines? That is what must happen for each baseline before you institute the treatment?
- (5) Why do you think that this design is more relevant for teaching objectives than reversal designs?

Additional Questions

(Are the designs in the papers listed below between, within, or combined between and within participant designs? Why are these designs not “recipe” designs?)

- (1) What are pre and post probe designs and what questions are they designed to answer?
- (2) How is a multiple probe design similar but different than a multiple baseline?
- (3) What are the combined designs used in the Polirstok and Greer (1977) study?
- (4) What is the design used in the Greer, Stolfi, and Pistoljevic (2007) design?
- (5) What is the design used in the Greer and Polirstok (1983) experiments?
- (6) What is the design used in the Greer & Singer-Dudek (2008) JEAB paper and also used in the Greer, Singer-Dudek, Longano, and Zrinzo (2008) paper in *Revista Mexicana*, and in Singer-Dudek, Greer, & Schmelzkopf (2008)?

References

- Greer, R. D., & Singer-Dudek, J (2008). The emergence of conditioned reinforcement from observation. *Journal of the Experimental Analysis of Behavior*, 89, 15-39.
- Greer, R. D., Singer-Dudek, J., Longano, J., & Zrinzo, M. (2008). The emergence of praise as conditioned reinforcement as a function of observation in preschool and school age children. *Revista Mexicana de Psicología*, 25 (1), 5-26.
- Greer, R. D., Stolfi, L., & Pistoljevic, N. (2007). Emergence of Naming in preschoolers: A comparison of multiple and single exemplar instruction. *European Journal of Behavior Analysis*. 8, 119-131.
- Greer, & Polirstok, S. R. (1982). Collateral gains and short-term maintenance in reading and on task by inner-city adolescents as a function of their use of social reinforcement while tutoring. *Journal of Applied Behavior Analysis*, 15, 123-139.
- Greer, R. D. & Polirstok (1977). Remediation of a mutually aversive interaction between a problem student and four teachers by training the student in reinforcement techniques. *Journal of Applied Behavior Analysis*, 10, 573-582.