
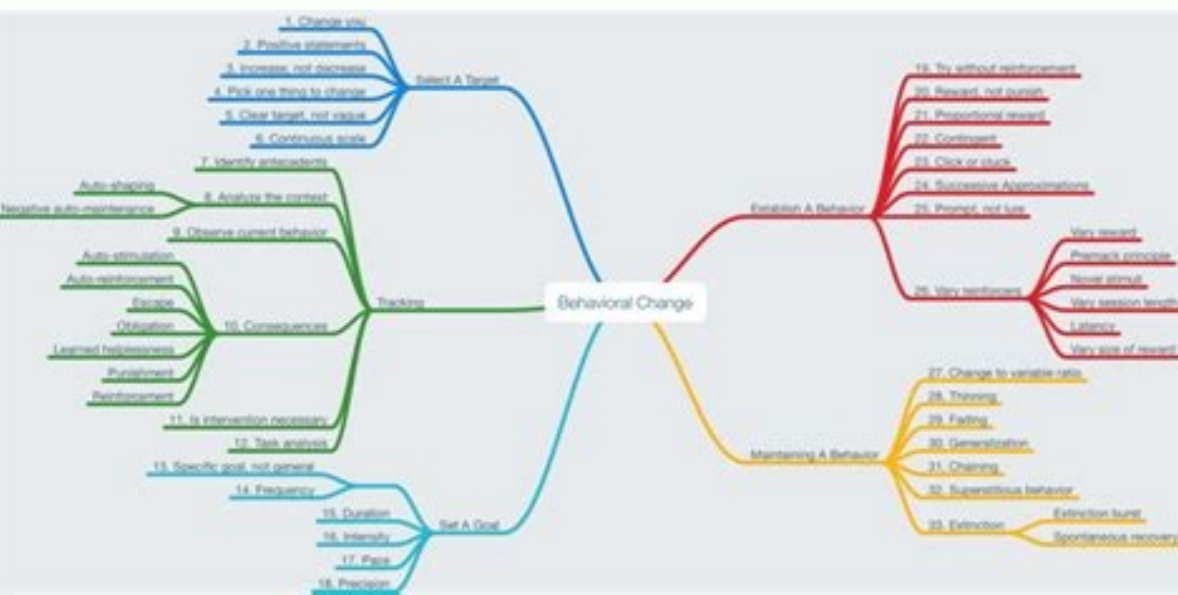


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SHAPING AND CHAINING



Using Shaping

1. Define the target behavior.
 - First behavior should be stated in way that all the relevant characteristics of behavior (topography, amount, latency and intensity)
2. Is shaping the preferred procedure?
 - Use reinforcement/contingency if possible
 - Use the starting behavior
 - The person must already exhibit the behavior
 - Choose behavior you can build on to achieve the target behavior
4. Choose the shaping steps.
 - Each step is a closer approximation to the target behavior
 - Steps are not too far
 - No specific guidelines for identifying the ideal step size

STEP 1

Give an instruction that your child is highly likely to follow, like "touch your nose".
Quickly provide praise.

STEP 2

Quickly give a second instruction that your child is highly likely to follow, like "jump on one foot".
Quickly provide praise..

BEHAVIORAL MOMENTUM

A STRATEGY TO HELP CHILDREN LEARN TO COOPERATE WITH ADULT REQUESTS. JUST LIKE THE ROCK ROLLING DOWN A HILL, GET A CHILD HEADING IN THE RIGHT DIRECTION, behaviorally speaking, AND ITS UNLIKELY THEY'LL REVERSE THEMSELVES!

STEP 3

Give a third instruction that your child is highly likely to follow, like "give me a high-five".
Quickly provide praise.

STEP 4

Finish by quickly, giving the instruction that you want the child to follow, like "put your pjs in the laundry basket".
Quickly let your child know what an awesome cooperater he is!

PSYCH 635 Week 3 Individual Assignment

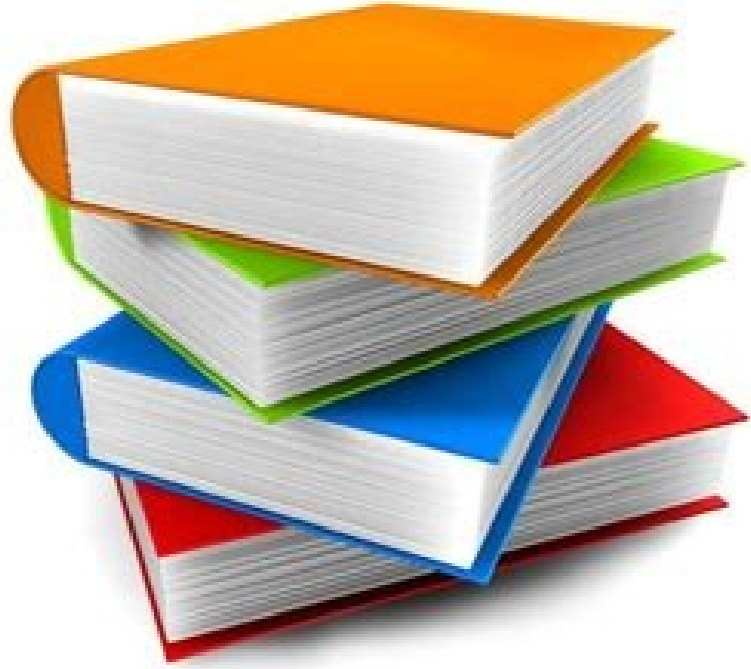
Shaping and Chaining, Reinforcement Schedules and One-Trial Learning (2 Set)

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Examples of shaping and chaining in psychology. Shaping and chaining psychology definition. What is shaping and chaining. Shaping and chaining in sports psychology. Shaping and chaining examples.

nigeb uoy hcilw ta tniop eht si owt eht newteb ecnereffid eht .tcdorp dne eht htiw noitaicossa na ward ot pleh lliw sihT .reh deef-noops neht dna nerdlhc rehto eht evres ot uoy rof tiaw ot ekil tAAAenseod ythimiS .elpmaxe na sAAAereH .doof etiruovaf reh fo lufnoops eht si ffo yap eht esruoc fo .emoh ta dna ertnec eracdlhc eht dnuora snotacol tnerreffid lareves ni lliks eht hcaeT . fiesruoy spets ruof lanif eht etelpmoc neht dna noops eht pu kcip ot ythimiS gnitpmorp dna gniledom yb trats lliw uoY ?gnipahs dna gninihac gnisu ,hcaeT uoy nehW ekil kool ti seod tahW .stpmorp ruoy no tnedneped emoceb ton seod dlilh eht ot dedeen ecnatsissa fo tnuoma TSAEL eht esu syawIA .lwob eht ni ti tup ot si pets txeN eht taht wonk ot reh spleh ti dnah reh ni noops eht sah ehs nehW .sisylanA ksaT a gnitelmpoc yb deifitnedi era spets llams esehT .pets eht retsam ot dedeen ecnatsissa dna gnitpmorp fo tnuoma eht ecuder yllaudarG .llew enod si lliks eht fo trap nehW dedrawer si dlilh eht ,lliks a gnipahs nI .detcurtsni gnieb elihw evitarepoc si dna ,ekil sleef htuum reh ni doof fo lufnoops a tahw sdnatsrednu ,lliks wen siht nrael ot detavitom si ythimiS .tuser dne eht ot nekat ylkciuq eb ot sdeen dna 'doof fo lufhtuom a ,.g.e(tcdorp dne lanif eht dnatsrednu ton seod dlilh ehtT :nehW siht esu ot esoohc thgim uoY).cte .pets tsal dnoces eht neht ,tsrif pets tsal eht dlilh eht hcaeT .,g.e(gninihac sdrawkcab esu ot tseb si ti ,sesac emos nI .denrael si ti litnu pets hcae ni dedeen ecnatsissa fo tnuoma eht ecuder yllaudarG .yltnednepedni spets denrael eht detartsnomed sah dlilh eht ecno ,dne eht ta srucco drawer tseggib eht rebmemeR .pets eht fo noitelpmoc dna noitarepoc rof drawer evitceffe na eviecer ylkciuq yrev ot sdeen dlilh eht dna wol yllaitni si lliks wen eht nrael ot noitavitom .fiesreh deef ot noops a esu ot reh hcaeT ot lufpleh eb diluow ti taht ediced uoY .spets tsewen eht gninrael nehW tnepegaruoene emos edivorP the the steps in the chain. With forwards chaining, you would start by teaching Simithy to pick up the spoon. How do you decide whether to use forwards or backwards chaining? Over time, she will have to do more and more steps to get rewarded. Only reward her for approximating this new step in the chain. The rule for giving reinforcement, changes as you expect more independence and greater accuracy. Over time, the amount of assistance needed on each step will be reduced. With backwards chaining, you would begin by teaching her to put the food in her mouth. This will reduce future resistance, as the child understands that rewards are coming soon. Gradually reduce and delay the rewards given for completing the steps. Like playing eAAAHot and ColdAAA, you reward any movement that takes the child closer to the prizeAAAdoing the step correctly. As mentioned earlier, there are two kinds of chaining eAAA forwards and backwards. Using the shaping technique, you will reinforce increasingly-closer approximations until she is able to pick up the spoon independently. Find the right rewards for the child. The spoon in the bowl prompts her to scoop the food. Each step, or link in the chain, serves as a cue to do the next step. There are two kinds of chaining, forwards and backwards, and youeAAAAll learn more about these later. This is where the child is rewarded for approximating or getting close to the steps that we want to see in the end. A task analysis is completed and five steps in the spoon-feeding chain are identified. As each small step is mastered, stop rewarding it and only reward the new steps that still need some work. Gradually, that will not be good enough to receive praise, and praise will only be given when the step of picking up the spoon is done a little bit better. Finally, the reward (praise, etc.) is only given when the whole new skill is completed as independently as SimithyeAAAs abilities allow. If the prize is under Sofa and the player is moving toward the couch, every time the player gets a step toward the couch, you're shouting "hotter" (reinforcing the behavior). You will want to teach: Entire task - Requesting and rewarding Simithy during most or all five steps in the analysis of tasks, or partial task - requesting and rewarding only a single step until it is dominated and do the rest. For some children, learning to feed themselves at the child care center does not necessarily mean that they will demonstrate this skill at home (with spoons different from those used during the instruction, or with anyone who does not O is the care provider to teach them). As Simithy begins to learn the steps, each one asks for the next. By buying a step to another step learned in sequence, a strong current can be created. Having other caregivers teach the same skills but certain that there is a communication on which strategies are being used to teach the skill and what steps were dominated and what steps are being taught. If the player walks away from the sofa, you would say "accommodating a, a C" (not reinforcing). Once she can do this alone without reward, you will continue and put the spoon in the bowl. Initially, if Simithy touches the spoon, you can reward it with praise. It is best to teach the step sequence from the beginning to the final (routing routing) when: the child understands the final final product. Model the steps. This is called chaining. A Rapid Note on Generalization Children need to know that a new skill can be applied in many places, with many people and, under many conditions. Both are perfectly good approaches in this case. Teach the skill during different moments of the day, when appropriate. (For example, Simithy understands that she will end a spoonful of food in her The child is a little motivated to learn the new skill (for example, she really wants the food, food, Now!) The child displays little resistance to the following instruction and can tolerate possibly be requested through several steps of the analysis of tasks. The food in the spoon leads them to lift the food and hold a spoonful of food to put it in your mouth. Maximize the Acceptance of Instruction, motivation and need in the implementation of the steps: Give the instruction clearly and simply using visual brackets when needed. With a small practice, you will discover that thread and formation are very strong and useful techniques to teach all new skills. And need the Instruction Sessions are very short, initially so that it can experience a quick reward for your efforts. Any ability can be thought of as a chain of small steps. Forward chaining can work well in this case. Eventually, the reward will come only when all the ability was completed independently. The child shows resistance to the instruction, requesting, etc. She often cries and throws her bowl. Tips to ensure success Minimizing frustration, mistakes and need for correction: NAjA A E E The steps very quickly or the child will begin to make many mistakes and can stay frustrated. Take the spoon Put the spoon on the food in the bowl Scoop food for the spoon lift the spoonful of the bowl, put the food in the mouth. Over time, as the child is needed to complete more steps, it learns to tolerate delays in being rewarded. The actual task steps are taught through modeling. To promote the use of new skills in so many ways as possible, some tips include: use similar but different items to teach the same skills (for example, several different types of spoons and bowls). bowls).

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