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Children

ABSTRACT

The selected bibliography on behavior modification contains approximately 80 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the author and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (an order blank is provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of indexing terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1964 to 1971. (CB)

ED 065957



BEHAVIOR MODIFICATION

A Selective Bibliography

July, 1972

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EC 042 025 E

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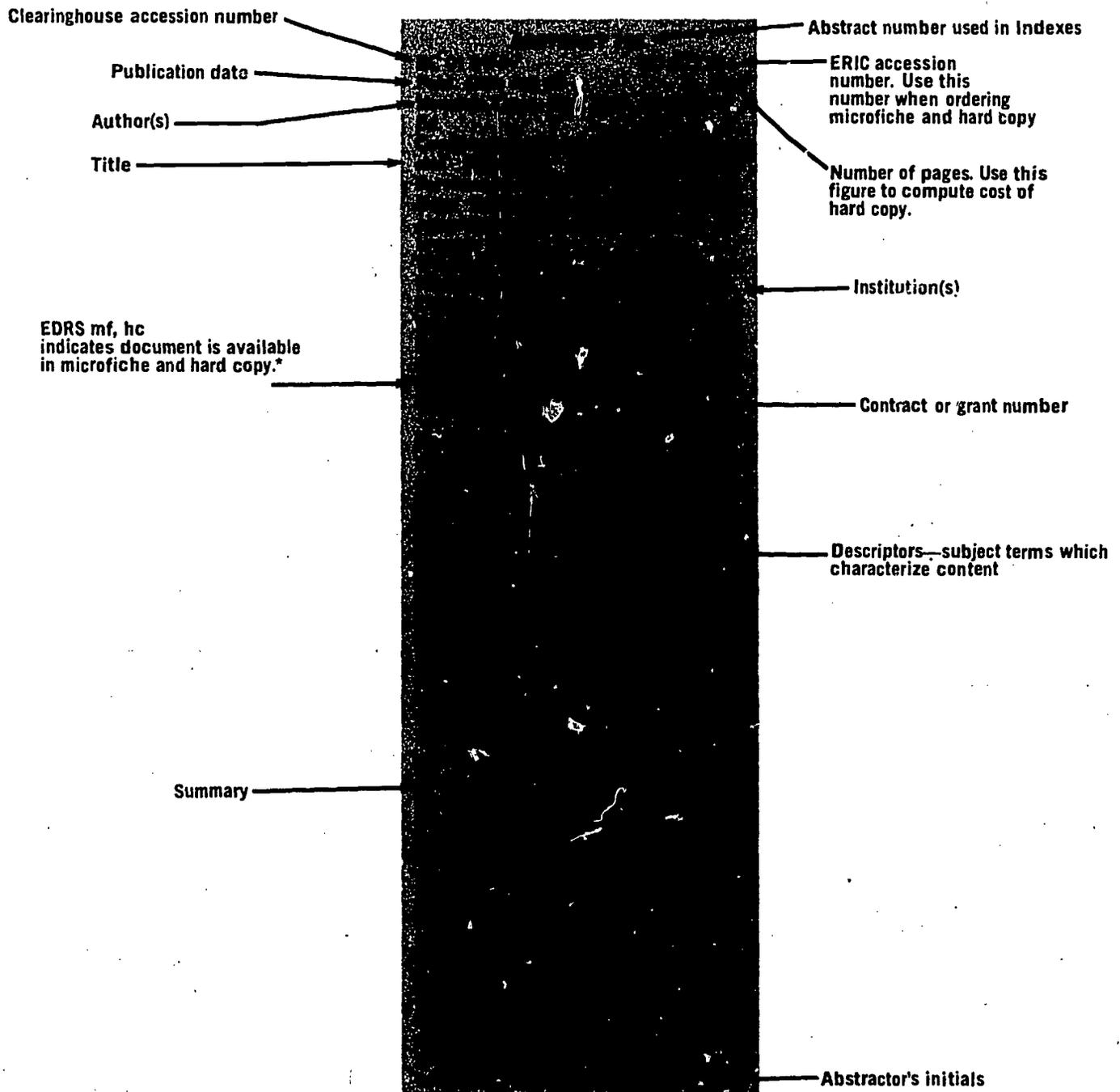
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TERMS SEARCHED

Index terms used to retrieve information on Behavior Modification from the Center's computer file of abstracts are listed alphabetically below:

Behavior Change
Behavior Modification
Change Agents
Conditioned Response
Conditioned Stimulus
Discrimination Learning
Extinction (Psychology)
Motivation

Negative Reinforcement
Operant Conditioning
Positive Reinforcement
Reinforcement
Reinforcers
Social Reinforcement
Verbal Operant Conditioning

JOURNALS USED

Abstracts of journal articles from the following periodicals appear in this bibliography:

Academic Therapy Quarterly
American Annals of the Deaf
American Journal of Mental Deficiency
Behavior Therapy
Education and Training of the Mentally Retarded
Educational Technology
Exceptional Children
Genetic Psychology Monographs
Instructor

Journal of Applied Behavior Analysis
Journal of Social Psychology
Journal of Speech and Hearing Disorders
Journal of Speech and Hearing Research
Mental Retardation
New Outlook for the Blind
Psychology in the Schools
TEACHING Exceptional Children

ABSTRACTS

ABSTRACT 10805

EC 003 157 ED 025 084
 Publ. Date Apr 67 403p.
 Krasner, Leonard, Ed.; Ullman, Leonard P., Ed.

Research in Behavior Modification; New Developments and Implications.
 EDRS not available

Holt, Rinehart And Winston, Inc., 383
 Madison Avenue, New York, New York
 10017 (\$10.50).

Descriptors: exceptional child research; behavior; reinforcement; speech; psychotherapy; behavior patterns; pathology; behavior change; socially deviant behavior; verbal operant conditioning; behavioral science research; hypnosis; medical case histories; computers; stuttering; social values; speech therapy

Fifteen articles by different authors discuss behavior modification in terms of research, training, and social application. Topics considered include the classification of behavioral pathology, the extension of learning principles to human behavior, studies of normal and deviant child behavior, operant conditioning of two speech-deficient boys, stuttering and fluency as manipulatable operant response classes, studies of interview speech behavior, verbal conditioning and psychotherapy, and the human reinforcer in verbal behavior research. Also provided are articles on vicarious human reinforcements, the reinforcement of individual actions in a group situation, attempted behavior manipulation in a psychiatric ward, designing neurotic computers, and modeling procedures and hypnosis as modification techniques. An introduction to research, a summary, and implications are provided. (JD)

ABSTRACT 10832

EC 003 485 ED 025 891
 Publ. Date 13 Sep 68 41p.

MacCubrey, Mary Katherine
Verbal Operant Conditioning of Young Mongoloid Children. Final Report.

Saint Anne's School, Arlington Heights, Massachusetts
 Office Of Education (DHEW), Washington, D. C., Bureau Of Research
 EDRS mf, hc
 OEG-0-8-084038-4465(032)
 BR-8-4038

Descriptors: exceptional child research; mentally handicapped; verbal development; behavior; operant conditioning; case records; trainable mentally handicapped; mongolism; institutionalized (persons); verbal ability; language skills; group instruction; verbal operant conditioning; measurement instruments; reinforcement; behavior change; language usage; teaching methods; speech skills

Operant conditioning techniques were used to modify verbal behavior in 18 institutionalized, trainable mentally handicapped mongoloids with chrono-

logical ages from 4-6 to 7-10 and mental ages from 2.0 to 2.10. Two instruments were constructed to evaluate language: a language test and a speech rating scale. Project leaders had no prior knowledge of the language test. The six children in group 1 received five 15- to 40-minute group conditioning sessions daily. Shaping was used to condition object and picture naming, descriptions of action pictures in word combinations, and discrimination of colors and polar opposites. Operant procedures were used to lengthen attention span and increase verbal production. The six children in group 2 spent 7 weeks in the enriched experimental environment, but received no conditioning; the six in group 3 remained in the institution. Five of six members of group 1 significantly increased their scores on the Stanford-Binet posttest; one from group 2 and none from group 3 increased significantly. On the speech rating scale, group 1 showed significantly greater improvement than group 2. Major changes were observed in the social behavior of the 12 subjects who resided in the research facility. (Author/RP)

ABSTRACT 11184

EC 003 529 ED 027 671
 Publ. Date 10 Jan 69 264p.
 Woody, Robert H.

Behavioral Problem Children in the Schools; Recognition, Diagnosis, and Behavioral Modification.

EDRS not available
 Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 (\$5.00).

Descriptors: exceptional child education; behavior; behavior change; etiology; behavior problems; identification; counselors; psychologists; administrator role; counseling; psychotherapy; clinical diagnosis; psychoeducational processes; inservice education; standards; reinforcement; teacher role; positive reinforcement; negative reinforcement

Directed primarily to classroom teachers, school counselors, and school psychologists, the book considers the psychology of behavioral problem children and ways of coping with their behavior. Aspects of recognition and diagnosis discussed are the school and the behavioral problem child, causes and characteristics of behavior problems, detection and referral, and psychoeducational diagnosis. Behavioral modification is described in terms of influencing and modifying behavior, types of behavior modification, general and specialized behavioral modification techniques, and implementing behavioral modification in the schools. Reference lists are provided throughout the text. (LE)

ABSTRACT 11540

EC 003 982 ED 029 442
 Publ. Date 15 Dec 68 227p.
 Walder, Leopold O. And Others

Teaching Parents and Others Principles of Behavioral Control for Modifying the Behavior of Children. Final Report.

Institute For Behavioral Research, Inc., Silver Spring, Maryland
 Office Of Education (DHEW), Washington, D. C.

EDRS mf, hc
 OEG-32-30-7515-5024 P-111
 BR-5-0402

Descriptors: exceptional child research; behavior change; handicapped children; parent participation; operant conditioning; behavior problems; family problems; parent counseling; parent role; reinforcement; group discussion; sensitivity training; individual counseling; video tape recordings; parent child relationship; program evaluation; rewards; home visits; case studies (education)

A program to teach behavioral analysis principles and applications to parents and other caretakers of disturbing children (normal, retarded, neurotic, psychotic, and others) was developed while serving 50 families. A nine-family study was then done comparing three 12-week treatments (minimum contact 1, nonoperant 1, and operant 1) in terms of therapeutic process and outcome. A second 12-week treatment period 3 weeks after the first was designed, in part, to offer operant 2 to the six families who had not received operant in treatment period 1. Three measurement periods occurred: one before treatment 1, one after treatment 1, and another after treatment 2. Process data were collected during all treatment periods; and outcome data, based on objective ratings of videotapes of parent-child interactions and parents' psychological test performances were collected during all measurement periods. Children in all groups improved in general behavior categories and in specific-to-each-family categories. Operant groups seemed better but there were not enough cases for statistical significance. The psychological tests of the six operant-only parent pairs improved more than did the three nonoperant-then-operant parent pairs. Recommendations for further research and applications are presented. (Author/JD)

ABSTRACT 11994

EC 004 212 ED 031 026
 Publ. Date Dec 67 97p.

Hewett, Frank M. And Others
The Santa Monica Project: Demonstration and Evaluation of an Engineered Classroom Design for Emotionally Disturbed Children in the Public School. Phase I-Elementary Level.

California University, Los Angeles, Graduate School Of Education;
 Santa Monica Unified School District, California
 Office Of Education (DHEW), Washington, D. C., Bureau Of Research

EDRS mf,hc
OEG-4-7-062893-0377
BR-6-2893

Descriptors: exceptional child research; emotionally disturbed; behavior change; attention span; academic achievement; reinforcement; student evaluation; arithmetic; testing; teaching methods; program evaluation; rewards; behavior rating scales; class size; teacher aides; classroom design; scheduling; reading instruction; teacher role

To evaluate the effectiveness of an engineered classroom design, 54 educationally handicapped children were placed in six classrooms, each with a teacher and an aide. Each classroom was set up with three major centers: mastery-achievement, exploratory-social, and attention-response-order. Children were assigned tasks at centers in keeping with their individual problems and were awarded check marks every 15 minutes for behavior and work according to behavior modification principles. Achievement was tested three times over the year; daily task attention was recorded by two observers who clocked the number of seconds each child's eyes were on an assigned task during 5-minute samples taken five times daily. Children in the experimental classroom utilizing the engineered design enjoyed a 5 to 20% task attention advantage over children in the control classrooms not using the check mark system and all aspects of the design. Experimental classes which abruptly withdrew the design at mid-year showed no decrease in task attention, in fact they improved. While reading and spelling gains were not significantly different between experimental and control conditions, gains in arithmetic fundamentals were significantly correlated with the presence of the engineered design. (Author/RJ)

ABSTRACT 12094

EC 004 353 ED N.A.
Publ. Date Jul 69 18p.
Gardner, William I.
Use of Punishment Procedures with the Severely Retarded: A Review.
EDRS not available
American Journal Of Mental Deficiency; V74 N1 P85-103 Jul 1969

Descriptors: exceptional child research; mentally handicapped; reinforcement; custodial mentally handicapped; negative reinforcement; research reviews (publications); behavior change; behavior problems; electrical stimuli

Behavior treatment procedures involving aversive consequences have been used with increased frequency in work with the severely and profoundly retarded. Review of these punishment studies suggests a cautious conclusion that such procedures may produce desirable behavior change. In addition, there is some evidence that side effects of negative emotional states and disruption of social relationships are not necessary results of punishment techniques. (Author)

ABSTRACT 20446

EC 004 927 ED N.A.
Publ. Date 69 16p.
Mattos, Robert L. And Others
Reinforcement and Aversive Control in the Modification of Behavior.
EDRS not available
Academic Therapy Quarterly; V5 N1 P37-52 Fall 1969

Descriptors: exceptional child research; socially deviant behavior; behavior change; reinforcement; socially maladjusted; classroom observation techniques; regular class placement; transfer of training

To develop and test methods to meet the needs of behaviorally disturbed children in the regular class, two groups of socially deviant males (grades 4, 5, and 6) attended an experimental class for one half day and a regular class for one half day. The classroom functioned on a token system; points were given for appropriate academic and social behavior and could be traded for free time (Group 1) or tangible reinforcers (Group 2). Time out was used in cases of disruptive behavior. Various response-reinforcement contingencies were employed. The amount of task oriented behavior increased appreciably for all students; when aversive controls were removed, however, inappropriate behavior abruptly increased. Indications were that a combination of reinforcing and aversive procedures was more efficient in modifying deviant behavior than was either one alone. (RJ)

ABSTRACT 20478

EC 004 023 ED N.A.
Publ. Date 69 66p.
Valett, Robert E.
Modifying Children's Behavior; A Guide for Parents and Professionals.
EDRS not available
Fearon Publishers, 2165 Park Boulevard, Palo Alto, California 94306.

Descriptors: exceptional child education; behavior; child development; reinforcement; child rearing; parent counseling; behavioral counseling; parent child relationship; environmental influences; adjustment (to environment); behavior change; parent education; parent role

Designed to aid parents in helping their handicapped children, the text presents information on behavior and behavior modification. Nine major areas of parental concern are divided into 28 lessons and 158 problems for use in self-instruction, parent counseling, parent education, or teacher inservice training. The areas included are how behavior develops, parental needs and demands, establishing behavioral objectives, how parents can teach desirable behavior, how undesirable behavior is learned, getting ready to change behavior, systems for reinforcing desirable behavior, managing behavior problems, and the happy family. Appendixes list 13 books and 12 audiovisual materials, and present four forms for parent use. (LE)

ABSTRACT 20698

EC 004 794 ED N.A.
Publ. Date Jan 70 9p.
Brodin, Marcia And Others
Effects of Teacher Attention and a Token Reinforcement System in a Junior High School Special Education Class.
EDRS not available
Exceptional Children; V36 N5 P341-9 Jan 1970

Descriptors: exceptional child research; reinforcement; behavior change; behavior problems; junior high school students; teacher role

Teacher attention and a token reinforcement system were used to bring about control in a disruptive junior high school special education classroom. Individual and group study levels were recorded during a baseline period. Subsequent experimental periods employing teacher attention and/or a token point system increased study levels and decreased disruptive behaviors of class members. Reinforcement of appropriate behaviors was withdrawn during short reversals producing lowered study rates. Reinstatement of contingencies again resulted in increased study levels. (Author)

ABSTRACT 20864

EC 003 621 ED 028 561
Publ. Date 68 146p.
Larsen, Lawrence A.; Bricker, William A.
A Manual for Parents and Teachers of Severely and Moderately Retarded Children. IMRID Papers and Reports, Volume 5, Number 22.
Institute On Mental Retardation And Intellectual Development, Nashville, Tennessee
EDRS mf,hc
IMRID, Box 163, George Peabody College, Nashville, Tennessee 37203 (\$0.50).

Descriptors: exceptional child education; mentally handicapped; behavior change; teaching methods; self care skills; instructional materials; learning; operant conditioning; reinforcement; pretesting; post testing; behavior rating scales; rewards; positive reinforcement; negative reinforcement; self reward; verbal operant conditioning; task analysis; visually handicapped; aurally handicapped; custodial mentally handicapped; trainable mentally handicapped

Designed for both parents and teachers, the handbook presents methods for educating the moderately and severely retarded child. Those methods include measuring progress, rewarding and punishing, ways of using rewards and punishers, ways of giving positive reinforcers and punishers, withholding reinforcers (extinction), letting the child reward himself, spacing giving reinforcers, shaping behavior in small steps, using signals, and building control. Twenty-three activities are next presented, each with a task definition, pretest, and suggested education program. These activi-

ties include sitting quietly; building puzzles; coloring; playing with toys, balls, and wagons; toilet training; eating correctly; putting on a pullover shirt, pants, and socks; buttoning buttons; tying shoe laces; brushing teeth; washing; imitating movements, mouth movements, sounds, and words; understanding words and the names of colors; naming objects, actions, and colors; and talking in sentences. Appendixes include materials needed for the activities, suggested reinforcers, sample forms for pre- and post-test, glossary, and applications to blind and deaf children. (LE)

ABSTRACT 20930

EC 003 473 ED 032 661
Publ. Date 67 239p.
Hill, John P., Ed.
Minnesota Symposia on Child Psychology. Volume 1.
Minnesota University, Minneapolis, Institute Of Child Development
EDRS not available
The University Of Minnesota Press,
2037 University Avenue, S. E., Minneapolis, Minnesota 55414 (\$5.00).

Descriptors: exceptional child research; emotionally disturbed; reinforcement; behavior change; schizophrenia; autism; negative reinforcement; behavior problems; withdrawal tendencies (psychology); operant conditioning; social reinforcement; language development; imitation; stimulus generalization

Ten Schizophrenic and Autistic Children who exhibited self destructive, tantrum, echolalic, and self stimulatory behaviors were treated by reinforcement therapy. Reinforcement withdrawal, in the form of interpersonal isolation contingent upon self-destruction, and electrical shocks served to extinguish these behaviors in some children. Reinforcement withdrawal contingent upon echolalic behavior, and reinforcement delivery, contingent upon appropriate speech, were found to decrease echolalic speech. Observations led to the conclusion that as an appropriate behavior was strengthened by reinforcement, self-stimulatory behavior decreased in strength. Children learned to seek contact with adults through shock avoidance training. Establishment of speech in previously mute children was accomplished through verbal imitation training; imitation was also used to facilitate the acquisition of complex social and preschool behaviors. Because of the problem of generalization to life outside the hospital, parents were taught to employ the training procedures in the child's day-to-day environment. (LE)

ABSTRACT 21147

EC 500 889 ED N.A.
Publ. Date Jan 70 10p.
Larsen, Lawrence A.
Behavior Modification with the Multi-Handicapped.
EDRS not available
New Outlook For The Blind; V64 N1
P6-15 Jan 1970

Behavior Modification

Descriptors: exceptional child education; multiply handicapped; behavior change; teacher behavior; reinforcement; reinforcers; teaching methods; sequential approach

The article discusses behavior modification in light of teacher behavior and reinforcers as affecting student behavior. The teacher behaviors and hopeful reactions to them which are noted are an increased rate of giving positive reinforcers depending upon appropriate behavior and decreasing for negative behavior, measuring behavior before, during, and after instructional programs, individual altering of programs depending on behavior, and an ordering of complex behaviors in hierarchical complexity and teaching the least complex behavior first. Additional areas covered are separating complex behaviors into component parts and teaching each part separately, working with behaviors that match the environment to the child, and measuring, adjusting, and reworking programs. Also considered are methods of assessing and remediating expressive and receptive deficits. (JM)

ABSTRACT 21192

EC 005 087 ED 026 683
Publ. Date Dec 68 72p.
Patterson, Gerald R. And Others
Direct Intervention in Families of Deviant Children.
Oregon Research Institute, Eugene;
Oregon University, Eugene
EDRS mf,hc

Descriptors: exceptional child research; behavior change; behavior development; behavior problems; change agents; intervention; psychoeducational processes; reinforcement; social environment; social influences; socially deviant behavior; teaching methods; emotionally disturbed

It is assumed here that the most effective way of reducing the rate of deviant child behavior is to alter the reinforcing contingencies supplied by the social agents who live with the child. The immediate focus for the intervention program is upon the social environment in which the child lives, because it is the parents, siblings, peers, and teachers who provide the reinforcers which maintain these behaviors. Data are presented in this report from observations made for six children demonstrating the effect of direct intervention in the home and in the school. The sample consisted of boys aged 4 to 12 with multiple problems of the kind typically referred for outpatient treatment. Observations made during baseline, intervention, and follow-up underline the feasibility of training parents, siblings, peers, and teachers to alter the behavior of the identified deviant child. (BP)

ABSTRACT 21491

EC 004 763 ED 034 369
Publ. Date Jun 69 348p.
Brill, Richard G. And Others

Pilot Program with Seriously Emotionally Disturbed Deaf Children. Final Report.

California School For The Deaf, Riverside
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-4-7-062422-0208

Descriptors: exceptional child research; aurally handicapped; emotionally disturbed; case studies (education); behavior change; parent attitudes; reading achievement; arithmetic; parent counseling; program evaluation; reinforcement; student evaluation; clinical diagnosis; adjustment (to environment)

To modify behavior and teach basic skills and subject matter, 16 emotionally disturbed deaf boys were involved in a pilot project to enable them to return to regular classes. The program featured a small staff-pupil ratio, application of behavior modification techniques, engineered instruction, individualized self-instructional curriculum materials, coordinated classroom and dormitory activities, manual communication, and parent education. Results showed that changes in class conduct and self-control were significant; reading skills showed good improvement; significant gains were made in arithmetic; interpersonal rapport improved among the boys and also with adults; and parents were enthusiastic about changes in their children. One of the 16 boys is deceased, one returned to a psychiatric hospital, and eight of the remaining 14 became successful participants in regular classes for the deaf. Extensive appendixes, tables, lists of figures pertaining to the project results, and case studies are included. (Author/JM)

ABSTRACT 21761

EC 004 797 ED 035 140
Publ. Date 67 89p.
Hamblin, Robert L.; Buckholdt, David
Structured Exchanges and Childhood Learning: Hyperaggressive Children. Program Activity 12.
Central Midwestern Regional Educational Laboratory, Inc., St. Ann, Missouri
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; emotionally disturbed; reinforcement; aggression; behavior change; rewards; motivation; social reinforcement; negative reinforcement; positive reinforcement; reinforcers; behavior theories; teaching methods; behavior problems; hyperactivity; habit formation; controlled environment; therapeutic environment; case studies (education); operant conditioning

Recognizing that punishment for aggression often is noneffective or inadvertently reinforces the aggressive act, the authors discuss an alternative approach and provide an explanation of the exchange theory of aggression. Three classroom experiments, operated with

children chosen as the most severe behavior problems in a local school system, are reported. Teachers were initially allowed to teach as they usually would to provide baseline data. Observational reports showed chaotic classrooms with the teachers rewarding aggressive behavior. Token exchange systems were introduced according to the needs of the classroom. Anecdotal records and tables of data showed substantial reduction of hyperactive behavior and destructive acts with a resulting significant increase in attention level and class cooperation. Reversals of the conditions with the return to the baseline, no token exchange environment, showed a return to the original aggressive behavior, however, when the token exchange system for cooperation was reinstated, a significant decrease of aggressive acts resulting in a more productive learning environment was noted. Case studies detail the effects of the exchange system on two pupils and show the effect of restructuring the rewards in token exchange programs which were not immediately effective. (WW)

ABSTRACT 22539

EC 005 498 ED 038 809
Publ. Date Nov 69 92p.

Hewett, Frank M. And Others
The Santa Monica Project: Demonstration and Evaluation of an Engineered Classroom Design for Emotionally Disturbed Children in the Public School, Phase Two: Primary and Secondary Level. Final Report.
Santa Monica Unified School District, California
Office Of Education (DHEW), Washington, D. C., Bureau Of Research

EDRS mf, hc
OEG-0-8-071298-2799(032)
BR-7-1298

Descriptors: exceptional child research; behavior problems; learning disabilities; behavior change; academically handicapped; reading; regular class placement; special classes; classroom environment; academic achievement; behavior rating scales; reinforcement; learning readiness; classroom organization; class management; Elementary and Secondary Education Act Title III Project; engineered classrooms

Following its initial year, an engineered classroom for educationally handicapped (EH) children was replicated and extended. Evaluation indicated that the program could effectively increase emphasis on reading and include both primary and secondary students. Reintegration in the regular classes for EH children could be done on both a gradual and compulsory basis; the difficulty was in accurately assessing a given child's readiness for limited or total reintegration. The preacademic focus of the primary classes (ages 6 to 8) was validated in that a majority of subjects from the 1st year who had returned to regular classes were average or above in their functioning after 1 or 2 years in the program. Also EH children in the engineered classrooms outdistanced children

in regular EH classes and approached or exceeded normal controls academically and behaviorally. Appendixes describe the engineered classroom and its dissemination and provide a behavior problem checklist and instructions for a frequency count of deviant behavior. (Author/JD)

ABSTRACT 22884

EC 005 826 ED 040 536
Publ. Date 68 395p.
Haring, Norris G.; Hayden, Alice H.

Instructional Improvement: Behavior Modification.

Child Study And Treatment Center, Fort Steilacoom, Washington
Office Of Education (DHEW), Washington, D. C., Bureau Of Elementary And Secondary Education
EDRS mf, hc

Descriptors: exceptional child education; behavior change; teaching methods; experimental programs; educational technology; controlled environment; research needs; autism; behavior problems; operant conditioning; program evaluation; reading instruction; computer assisted instruction; student evaluation; behavior development; administration; evaluation methods; special classes

Sixteen papers are provided. B.F. Skinner discusses the arrangement of contingencies for learning; Lloyd Homme describes behavioral engineering; and Frank Hewett considers behavior modification in special education. Also treated are experimental education by Norris Haring, program evaluation by Arthur Lumsdaine, and administration of special classes by Harold Kunzelmann. John Cawley presents a system of initial reading instruction; Max Jerman surveys computer assisted instruction; and Thomas Robertson examines the impact of educational technology. Further papers are on teaching children with behavior disorders by Richard Whelan, developing cooperative social behavior by Laurence Peter, providing academic and social classroom management by Harold Kunzelmann, and using operant reinforcement with autistic children by Charles Ferster. In addition, Thomas Lovitt sets forth a basis for systematic replication of a contingency management classroom; Richard Kothera discusses educational environments and administration; and Max Mueller reviews trends in research in the education of the handicapped. (JD)

ABSTRACT 23123

EC 501 277 ED N.A.
Publ. Date 70 9p.

Brown, Lou And Others
Using Behavior Modification Principles to Teach Sight Vocabulary.
EDRS not available
Teaching Exceptional Children; V2 N1
F120-8 Spr 1970

Descriptors: exceptional child research; mentally handicapped; behavior change; sight vocabulary; trainable mentally handicapped; educational methods;

group instruction; individual instruction; program evaluation; learning processes

To determine whether or not behavior modification techniques could be used to teach trainable mentally handicapped students sight words, an individual and a group study were conducted. The procedure involved the presentation of 57 words in groups of three with positive reinforcement for correctly labeled words until all groups in the series were correctly named. It was theorized that modeling and positive reinforcement would assist the learning process and that the student would be increasingly proficient at naming as the learning set was established. The assumptions were proven true; the group experiment was even more successful than the individual because of the reinforcement of the peer group. It is felt that expectations should be increased for the mentally handicapped as studies such as this indicate that they can accomplish more than simply survival tasks. (JM)

ABSTRACT 23302

EC 006 231 ED N.A.
Publ. Date Mar 70 29p.

Salzinger, Kurt And Others
Training Parents of Brain-Injured Children in the Use of Operant Conditioning Procedures.
New York State Department Of Mental Hygiene, New York
EDRS not available
Behavior Therapy; VI N1 P4-32 Mar 1970

Descriptors: exceptional child research; neurologically handicapped; operant conditioning; parent participation; behavior change; behavior problems; parent education; parental background

Parents of brain-injured children were trained in operant conditioning techniques, so that they could provide functional descriptions of their children's problem behaviors and then formulate and carry out behavior modification programs. Background characteristics were obtained and various tests and observations made of the parents and children in order to find objective correlates of the parents' performance and the children's response to the programs. All parents who carried out the modification programs reported them effective. Others did not comprehend or keep records, or simply did not carry out the programs. Success was related to parents' educational level and to their performance on written tests of knowledge about operant conditioning and verbal ability. Implications for parent training are discussed. (KW)

ABSTRACT 23571

EC 006 154 ED 042 304
Publ. Date 70 39p.

Montgomery, Jacqueline; McBurney, Raymond D.
Operant Conditioning-Token Economy.
Camarillo State Hospital, California
EDRS not available

Camarillo State Hospital, Camarillo, California 93010.

Descriptors: mentally ill; mentally handicapped; operant conditioning; behavior change; positive reinforcement; program descriptions; adults; psychotherapy; institutionalized (persons); residential programs

Described is an Operant Conditioning-Token Economy Program, teaching patients to be responsible for their own behavior, to make choices, and to be motivated to change. The program was instigated with mentally ill patients in a state hospital and was later used with institutionalized mentally handicapped groups. After two years, only four of the original 140 chronic regressed schizophrenics had not progressed enough to be placed in the community. The problems of the seven operant conditioning-token economy programs set up are discussed and suggestions for successful planning and implementation are made. Considered are the main features of preparation, staff orientation, clarification of terms, mechanics of the basic reinforcement program, and construction of individual behavior modification plans. Sample forms for collecting observational data and maintaining complete information on behavior modification programs are included. (KW)

ABSTRACT 30157

EC 03 0157 ED N.A.
Publ. Date 69 677p.
Bandura, Albert
Principles of Behavior Modification.
EDRS not available
Holt, Rinehart, And Winston, Inc., 383
Madison Avenue, New York, New York
10017 (\$9.95).

Descriptors: behavior change; psychology; social psychology; behavior theories; conditioned response; extinction (psychology); learning; socialization; reinforcement; psychological studies; changing attitudes; behavioral science research

The text presents basic psychological principles governing human behavior in the area of social learning. Theoretical and experimental advances in the study of psychological processes influencing human social functioning are reviewed. Emphasized are the roles of vicarious, symbolic, and self-regulatory processes. Major sections deal with causal processes, value issues and objectives, modeling and vicarious processes, positive control (reinforcement processes and practices), aversive control, extinction, desensitization through counter-conditioning, aversive counterconditioning, and symbolic control of behavioral changes (including discussions of verbal conditioning, the unconscious, attitude change, internalization, and self-regulatory systems). Extensive author and subject indexes are included. (KW)

ABSTRACT 30207

EC 03 0207 ED N.A.
Publ. Date 68 140p.
Reynolds, G. S.

A Primer of Operant Conditioning.
EDRS not available
Scott, Foresman And Company, 1900
East Lake Avenue, Glenview, Illinois
60025.

Descriptors: operant conditioning; reinforcement; positive reinforcement; negative reinforcement; behavior change

Derived largely from the work of Skinner, the text presents an explanation of the theory and principles of operant conditioning. Following an introduction to the experimental analysis of behavior, research in operant conditioning and acquisition and extinction of operant behavior are discussed. Other aspects included are stimulus control, conditioned reinforcers, simple schedules of positive reinforcement, multiple, compound, and concurrent schedules, and respondent behavior and conditioning. Aversive control (punishment, avoidance, and escape) and emotion and motivation are described. (RJ)

ABSTRACT 30243

EC 03 0243 ED N.A.
Publ. Date 70 38p.
Galloway, Charles; Galloway, Kay C.
Parent Groups with a Focus on Precise Behavior Management. IMRID Papers and Reports, Volume VII, No. 1.
George Peabody College For Teachers, Nashville, Tennessee, Institute On Mental Retardation And Intellectual Development
National Institute Of Child Health And Human Development, Bethesda, Maryland
EDRS not available
Peabody College Bookstore, George Peabody College For Teachers, Nashville, Tennessee 37203.

Descriptors: exceptional child research; mentally handicapped; behavior change; parent role; parent workshops; behavior patterns

Parents of mentally retarded children participated in a child centered group. They were helped to determine behavior targets, to count and record behavior occurrence on a standardized behavior chart, and to generate plans for specific behavior management. Parent projects were designed to teach a child to button his clothes and to change the behavior patterns of a rocker, a screecher, and a nonspeaker. These projects were deemed successful. Factors affecting parent participation were also examined. (JD)

ABSTRACT 30389

EC 03 0389 ED N.A.
Publ. Date Oct 70 8p.
Forness, Steven R.; MacMillan, Donald L.
The Origins of Behavior Modification with Exceptional Children.
EDRS not available
Exceptional Children; V37 N2 P93-100
Oct 1970

Descriptors: exceptional child education; behavior change; educational trends; historical reviews; literature reviews; surveys

The behavior modification movement is noted to have a noteworthy history in the education of exceptional children. Although the formal beginnings of the movement can be pinpointed in the first quarter of this century, its origins and techniques are traced to much earlier periods. The efforts of several behavior modification practitioners in and peripheral to the field of special education are described in an attempt to put present day behavior modification programs in historical perspective. (Author)

ABSTRACT 30396

EC 03 0396 ED N.A.
Publ. Date Oct 70 11p.
Lovitt, Thomas
Behavior Modification: Where Do We Go From Here?
EDRS not available
Exceptional Children; V37 N2 P157-67
Oct 1970

Descriptors: behavior change; educational trends; behavior theories; operant conditioning; measurement techniques; student behavior

Present trends in the behavior modification movement are explored. Selected trends which are discussed include the recent discrimination between measurement and change, increasing concern in academic performance, and new multiple measurement on a wide range of interrelated behaviors rather than one isolated change. Additional aspects examined are parametric or component analyses and new interest in pupil management of his own behavior. (RD)

ABSTRACT 30605

EC 03 0605 ED 044 847
Publ. Date 70 114p.
Modifying Behavior: Suggestions for Teachers of the Handicapped.
Iowa University, Iowa City, Special Education Curriculum Development Center
Iowa State Department Of Public Instruction, Des Moines
EDRS mf, hc

Descriptors: exceptional child services; emotionally disturbed; behavior change; behavior problems; childhood needs; identification; teacher role

Behavior modification from the teacher's point of view is explored. Means of identifying pupils with special needs are discussed (observation records, family contact, tests, resource personnel). Needs of children influencing their behavior are examined. Suggestions for working with behavior problems cover children who are aggressive, withdrawn, hyperkinetic, and physically impaired. Concepts of behavior modification are discussed in terms of operant conditioning, prescriptive and individual diagnosis, and teacher attitudes. Appendixes include behavioral clues for identification, sample health charts and records and testing measures, a summary chart of growth and development characteristics, and a list of children's books for various behavioral patterns. (KW)

ABSTRACT 30608

EC 03 0608 ED 044 849
 Publ. Date 70 82p.
 Valett, Robert E.
Effective Teaching: A Guide to Diagnostic-Prescriptive Task Analysis.
 EDRS not available
 Fearon Publishers, 6 Davis Drive, Belmont, California 94002 (\$3.25).

Descriptors: exceptional child education; learning disabilities; diagnostic teaching; effective teaching; task analysis; teaching methods; individualized instruction; educational diagnosis; reinforcement

Written as a guide for diagnostic-prescriptive teachers desiring greater effectiveness in working with learning disabled children, the book has been designed for in-service and professional training programs but can also be used as a semiprogramed self-instructional aid by the experienced teacher. Chapter discussions and accompanying programed text cover: the personal characteristics, skills, and values of an effective diagnostic-prescriptive teacher, planning for individual needs, task analysis of student performance data for establishing appropriate educational and behavioral objectives, principles of prescriptive instruction, systematic reinforcement contingencies in the classroom to motivate students to learn, six common learning contracts and exchange systems for use with students with learning disabilities, techniques of negative reinforcement, and several alternative or supplemental strategies (psychoeducational consultants, case review meetings, conjoint intervention programs, teacher's aides, learning resource centers). (KW)

ABSTRACT 30617

EC 03 0617 ED 044 855
 Publ. Date 69 212p.
 Meacham, Merle L.; Wiesen, Allen E.
Changing Classroom Behavior: A Manual for Precision Teaching.
 EDRS not available
 International Textbook Company, Scranton, Pennsylvania 18515 (\$2.95).

Descriptors: behavior; behavior change; teaching methods; scientific attitudes; reinforcement; behavioral objectives; behavior problems; learning; measurement techniques; educational research; mentally handicapped; disadvantaged youth; emotionally disturbed; precision teaching

The discussion of Precision Teaching, attempting to integrate humanism and behaviorism (what we know as educators and as behavioral scientists), provides both specific guidelines for teachers concerning positive classroom behavior change, and general directions in which education must go to remain relevant. The concept of Precision Teaching is discussed in terms of objective study of classroom behavior and classroom application of scientific developments in understanding of human learning, emphasizing the teacher's ability to influence student behavior by modifying the classroom environment. Outlined are specific

principles of learning to be applied by the teacher to enhance learning and improve behavior. Chapters discussing behavior measurement, goals, strengthening desirable behavior and eliminating the undesirable, providing cues for learning, and programing are illustrated with research findings. Additional applications of precision teaching and behavior modification are covered in chapters on educational developments in mental retardation, social deprivation, and severely deviant behavior (emotionally disturbed children), in addition to application in the normal classroom. (KW)

ABSTRACT 30699

EC 03 0699 ED N.A.
 Publ. Date 70 208p.
 McIntire, Roger W.
For Love of Children: Behavioral Psychology for Parents.
 EDRS not available
 CRM Books, Carmel Valley Road, Del Mar, California 92014 (\$6.95).

Descriptors: child rearing; childhood needs; child psychology; behavior change; behavior problems; rewards; parent child relationship; reinforcement

Designed for parents, the book explains the use of incentives in shaping child behavior. Information is provided on determining a child's wants and satisfying them in a way that provides incentives for proper behavior. Included are suggestions for handling early social problems, attention-getting behavior, and the teenage years. (MS)

ABSTRACT 30867

EC 03 0867 ED 044 880
 Publ. Date 70 130p.
 Homme, Lloyd And Others
How to Use Contingency Contracting in the Classroom.
 EDRS not available
 Research Press, P. O. Box 2459, Station A, Champaign, Illinois 61820 (\$3.50).

Descriptors: positive reinforcement; motivation; reinforcers; teaching methods; class management; contracts; contingency contracting

Designed primarily for elementary and secondary school teachers, the book presents one approach to the systematic and effective use of positive reinforcement to motivate better learning in normal or disturbed children. In Part 1, describing how contingency contracting works, each chapter contains a self-diagnostic pretest, narrative summary and intermediate test, and then a sequence of frames (statement-and-question steps), followed by a posttest. Part 2 concerns the application of contingency contracting in the classroom, and covers the preparation of materials, classroom organization, class management, and correcting contract malfunctions. Chapters in this part are also programed, with questions following expository paragraphs and chapter posttests. (KW)

ABSTRACT 30933

EC 03 0933 ED N.A.
 Publ. Date Aug 70 519p.
 Clarizio, Harvey F.; McCoy, George F.

Behavior Disorders in School-Aged Children.

EDRS not available
 Chandler Publishing Company, Scranton, Pennsylvania 18515 (\$7.95).

Descriptors: emotionally disturbed; socially maladjusted; behavior problems; clinical diagnosis; behavior change; class management; child psychology; etiology; incidence; neurotic children; psychotic children; learning disabilities; mentally handicapped; delinquency; disadvantaged youth; intervention

Presenting an introduction to the field of behavior disorders in children, the book is intended for advanced undergraduate and graduate students studying to be clinical or school psychologists, school counselors or social workers, special education or regular classroom teachers. The first of three parts concerns developmental and diagnostic considerations, discussing issues associated with normal development, the concept and role of diagnosis in childhood disturbances, and the incidence of maladjustment. Part 2 examines the characteristics, theories of etiology, diagnostic considerations, and various treatment programs of the following types of disorders: psychoneurotic disorders, learning disabilities, mental retardation, social disadvantage, juvenile delinquency, and childhood psychoses. Part 3, dealing with intervention and prevention strategies, presents some of the major approaches to therapy (psychotherapy and behavior modification), environmental interventions, classroom management of behavior problems, and preventive strategies. (KW)

ABSTRACT 30980

EC 03 0980 ED N.A.
 Publ. Date 70 218p.
 Bradfield, Robert H., Ed.
Behavior Modification: The Human Effort.

EDRS not available
 Dimensions Publishing Company, Box 4221, San Rafael, California 94903.

Descriptors: exceptional child education; behavior; behavior change; learning disabilities; emotionally disturbed; behavior theories; historical reviews; research reviews (publications); language instruction; disadvantaged youth

Designed for the teacher and the professional in the field of education, the text consists of a collection of papers representing the ideas and research of outstanding behaviorists. An overview of behavior modification (past, present, and future) is given before getting into such educational applications as learning problems (the engineered classroom), language problems, the disadvantaged, childhood psychosis, and thinking skills. The scientific, human, and moral issues relative to behavior modification are also discussed. (CD)

ABSTRACT 31045

EC 03 1045 ED N.A.
 Publ. Date Aug 69 62p.
 Cotler, Sheldon

The Effects of Positive and Negative Reinforcement and Test Anxiety on the Reading Performance of Male Elementary School Children.

EDRS not available
Genetic Psychology Monographs; V80
NI P29-90 Aug 1969

Descriptors: elementary school students; reinforcement; psychological tests; anxiety; reading speed; performance factors

To evaluate the effects of positive and negative reinforcement and test anxiety on the performance of an academic task, six male elementary school groups were tested. Significant relationships between test anxiety and performance on a reading achievement test was noted. Results indicated that high anxious subjects read more slowly and inaccurately than low anxious subjects. However, the authors felt that the hypothesized interaction between anxiety levels and reinforcement conditions was unconfirmed. (CD)

ABSTRACT 31175

EC 03 1175 ED N.A.
Publ. Date Dec 70 38p.
Siegel, Gerald M.

Punishment, Stuttering, and Disfluency.

EDRS not available
Journal Of Speech And Hearing Research; V13 N4 P677-714 Dec 1970

Descriptors: speech handicaps; stuttering; negative reinforcement; behavior theories

Punishment is accorded a prominent place in most contemporary theories in attempts to explain both the origin and the persistence of stuttering behavior. A frequent observation about stuttering is that it increases and becomes more severe as the penalty or punishment for stuttering is increased. Theories of punishment, on the other hand, suggest that behaviors that are punished should decrease in frequency. The purpose of the article is to examine the role of punishment in relation to stuttering and to consider the apparent paradox between traditional views of stuttering and modern treatments of punishment. The initial portion of the paper reexamines the research usually cited in discussions of punishment and stuttering. Then, more recent research, emanating primarily from the laboratories of the University of Minnesota, is reviewed and juxtaposed against these earlier treatments. Finally, an attempt is made to reconcile some of the apparent discrepancies between the two bodies of literature, and some theoretical models are proposed for examining further the relationship between punishment and the development of stuttering. (Author)

ABSTRACT 31272

EC 03 1272 ED 046 183
Publ. Date 70 69p.
Gardner, James M., Ed.

Mental Retardation 1970: Selected Papers from the 94th Annual Meeting of the American Association on Mental Deficiency (Washington, D.C.,

May, 1970). Volume 1, Theoretical Papers.

Orient State Institute, Ohio
EDRS mf,hc

Descriptors: exceptional child education; behavior change; conference reports; theories; American Association on Mental Deficiency

Papers dealing with behavior modification, presented at the annual meeting of the American Association on Mental Deficiency (94th, Washington, D.C., May, 1970), are given in a two volume series. Volume 1 deals with the theoretical papers on behavior modification. Burton Blatt urges much needed reform in the mental institutions of today; ground rules for behavior modification as applied to the educational setting are discussed by Donald MacMillan; Steven Forness talks about behavior modification as an educational and training tool; measurement of adaptive behaviors for programming in residential institutions is explored by Earl Balthazar; and Sherman Yen discusses the mental health technician in the psychological service. (CD)

ABSTRACT 31273

EC 03 1273 ED 046 184
Publ. Date 70 98p.
Gardner, James M., Ed.

Mental Retardation 1970: Selected Papers from the 94th Annual Meeting of the American Association on Mental Deficiency (Washington, D.C., May, 1970). Volume 2 Research Papers.

Orient State Institute, Ohio
EDRS mf,hc

Descriptor: exceptional child research; behavior change; conference reports; research reviews (publications); American Association on Mental Deficiency

Research papers on behavior modification, presented at the 94th annual meeting of the American Association on Mental Deficiency, are cited in Volume 2 of a two part series. Presentations by James Gardner, Maurice Dayan, Luke Watson, Robert Wahler, and Robert Conrad are given. Volume 1 (EC 031 272) deals with theoretical papers and complements Volume 2. (CD)

ABSTRACT 31274

EC 03 1274 ED 046 185
Publ. Date Jan 71 30p.
Bijou, Sidney W.

The Technology of Teaching Young Handicapped Children.

Illinois University, Champaign.
EDRS mf,hc

Paper Presented At The First Symposium On Behavior Modification (Xalapa, Mexico, January, 1971).

Descriptors: exceptional child research; emotionally disturbed; behavior change; early childhood; teaching methods; socially maladjusted; technology; individualized instruction; research proposals

To fabricate a technology for teaching young school children with serious behavior problems, classroom materials,

curriculum format, and teaching procedures were developed, and problems that evolve from the technology investigated. Two classrooms were architecturally designed to provide the basic needs of a special classroom and to facilitate observation of the children and data collection. The basis of the technology was individualized instruction. Research studies derived from the experiment were cited and implications of a technology of special teaching explored. (CD)

ABSTRACT 31286

EC 03 1286 ED N.A.
Publ. Date 70 262p.

Levis, Donald J.

Learning Approaches to Therapeutic Behavior Change.

EDRS not available
Aldine Publishing Company, 529 South Wabash Avenue, Chicago, Illinois 60605 (\$8.95).

Descriptors: exceptional child research; behavior change; operant conditioning; theories; therapy; learning processes; psychoeducational processes; literature reviews, historical reviews; Pavlov

The purpose of the volume is to review the main positions developed concerning learning approaches in relation to therapeutic behavior change, how they differ from each other and the data upon which they are based. Donald Levis provides an introduction to the history, principles, and theory underlying the movement; Bradley Bucher and O. Ivar Lovaas and Leonard Krasner cover the operant conditioning orientation; Cyril Franks provides a comprehensive review of the Pavlovian model; Peter Lang and Thomas Stampf cover systematic desensitization and implosive therapy; Julian Rotter presents the social learning approach; and Judson Brown gives an overview in the last chapter. (CD)

ABSTRACT 31354

EC 03 1354 ED N.A.
Publ. Date Jan 71 9p.

Axelrod, Saul

Token Reinforcement Programs in Special Classes.

EDRS not available
Exceptional Children; V37 N5 P371-9
Jan 1971

Descriptors: exceptional child education; behavior change; positive reinforcement; reinforcers; operant conditioning; mentally handicapped; multiply handicapped; emotionally disturbed; token reinforcement

A review of token reinforcement programs in the special education classroom indicates that positive results were almost invariably obtained, even with different types of target behaviors and various kinds of populations. It is suggested that future studies concentrate on devising means of withdrawing tokens without interruption of progress and that greater use be made of reinforcers already existing in the classroom. (Author)

ABSTRACT 31360

EC 03 1360 ED N.A.
 Publ. Date 71 13p.
 Sloggett, Barbara B.
Use of Group Activities and Team Rewards to Increase Individual Classroom Productivity.
 EDRS not available
 Teaching Exceptional Children; V3 N2 P54-66 Win 1971

Descriptors: exceptional child research; underachievers; peer groups; behavior change; disadvantaged youth; behavior problems; motivation; positive reinforcement; academic achievement

To promote academic development, a token reinforcement system was used to reward group rather than individual behavior in an experimental intermediate classroom of 24 low-achieving Hawaiian boys, ages 14-17 years, in an economically depressed Hawaiian community. The students demonstrated poor academic achievement and disruptive classroom behavior. They were divided into four teams of six students each. Points were used as token reinforcers and were awarded for individual performances and group activities. Weekly, each team with 6,000 points received a grade of A and a reward such as an excursion. Negative behavior was ignored, positive behavior rewarded. Students selected academic preferences and defined appropriate behavior. Pre- and post-semester data were obtained in mathematics, and showed great improvement and significant mean differences in pre and posttest scores (p greater than .001). Productivity increased, disorderly behavior declined, self-imposed peer pressure for good conduct increased, and attendance also improved. (KW)

ABSTRACT 31367

EC 03 1367 ED N.A.
 Publ. Date Feb 71 6p.
 Glavin, John P. And Others
Behavioral and Academic Gains of Conduct Problem Children in Different Classroom Settings.
 EDRS not available
 Exceptional Children; V37 N6 P441-6 Feb 1971

Descriptors: exceptional child research; emotionally disturbed; special classes; socially deviant behavior; behavior change; program descriptions; positive reinforcement; academic achievement

A 2 year research study was completed with conduct problem children who presented severe difficulties in the public school system and were placed in experimental special classrooms. In the first year (1967) the program emphasized the elimination of grossly deviant behaviors and the acquisition of attending behaviors as precursors for academic gain. Program emphasis was changed the second year (1968) to stress rewards for academic performance. Attractive reinforcers were attached to appropriate academic tasks in the context of a highly structured classroom program. A com-

parison of the academic and behavioral results of the 2 years is presented and discussed. (Author)

ABSTRACT 31383

EC 03 1383 ED N.A.
 Publ. Date 71 194p.
 Becker, Wesley C.
Parents Are Teachers.
 EDRS not available
 Research Press Company, P. O. Box 3327, Country Fair Station, Champaign, Illinois 61820.

Descriptors: behavior change; child rearing; parent role; behavior; reinforcers; psychology; parent child relationship; negative reinforcement; positive reinforcement; teaching guides

Designed to help parents learn to become more effective teachers of their children, the book contains a program which shows parents how to systematically use consequences, i.e., reinforcers and punishers, to teach children in positive ways. The program has been used successfully with disadvantaged parents and parents of children with special behavior problems, but is also intended to be useful to average parents. The program contains 10 units, accompanied by exercises, projects to work on various changes the parent wishes to make in himself or in his child, and forms on which to keep records of the target behavior. Units center around the principles of behavior modification and the use of positive and negative reinforcement. (KW)

ABSTRACT 31396

EC 03 1396 ED 046 200
 Publ. Date 71 213p.
 Buddenhagen, Ronald G.
Establishing Vocal Verbalizations in Mute Mongoloid Children.
 EDRS not available
 Research Press Company, 2612 North Mattis Street, Champaign, Illinois 61820 (\$9.95).

Descriptors: exceptional child education; mongolism; institutionalized (persons); behavior change; verbal operant conditioning; mentally handicapped; voice disorders; mutism

Behavior modification as an attack upon the problem of mutism in mongoloid children establishes the basis of the text. Case histories of four children in a state institution present the specific strategy of speech therapy using verbal conditioning. Imitation and attending behavior, verbal chaining, phonetic theory, social reinforcement, deprivation, and punishment are all examined in relation to the four subjects. The etiology of mutism among institutionalized mongoloid children is dealt with in a separate section. A glossary of phonetic symbols and terminology conclude the text. (CD)

ABSTRACT 31477

EC 03 1477 ED N.A.
 Publ. Date 70 15p.
 Von Hilsheimer, George
The Teacher as a Human Engineer.
 EDRS not available

Academic Therapy Quarterly; V6 N2 P135-49 Win 1970-71

Descriptors: educational therapy; behavior change; operant conditioning; behavior theories; reactive behavior; reinforcement; educational methods; extinction (psychology)

Twenty-two distinct behavior modification techniques are described for use with all types of children. Aspects of counting, dissonance, negative instruction, negative practice, disarming, assertion training, motor verbal interaction, escape conditioning, and health and body awareness are among the topics discussed. Also included are the techniques of psychokinetics, relaxation, sleep regulation, feedback, exorcism, operant conditioning (rewards/punishment), precision training, moral therapy, cognitive retraining, terror relief, traumatic conditioning, radicalized environment, and existential democracy. (RD)

ABSTRACT 31570

EC 03 1570 ED N.A.
 Publ. Date Feb 71 15p.
 Eachus, Todd
Modification of Sentence Writing by Deaf Children.
 EDRS not available
 American Annals Of The Deaf; V116 N1 P29-43 Feb 1971

Descriptors: exceptional child research; aurally handicapped; behavior change; writing skills; deaf; reinforcement

The effects of token reinforcement and verbal remediation on the rate, accuracy, and length of sentences written by ten deaf children were assessed. The subjects were fourth grade students in a residential school for the deaf. Forty-one experimental sessions, 50 minutes long, were run in which subjects wrote sentences. Subjects worked in the Mediated Interaction Visual Response System, each subject utilizing an overhead projector so that his writing was directly visible to facilitate immediate consequence. The results were felt to demonstrate that effective control was established over behavior. Instatement of reinforcement and remediation as consequences for appropriate composition established and maintained high response rates and high levels of accuracy. Reversal of the effects were obtained through withdrawal of the consequences and later reinstatement. Researchers felt the results of the experiment suggested that contingencies could be established and procedures developed which lead to the establishment and maintenance of sustained high output from deaf children. (Author)

ABSTRACT 31597

EC 03 1597 ED 046 455
 Publ. Date Sep 70 232p.
 Reiss, Philip
Locus of Control and Social Reinforcement in the Performance of Educable Mentally Retarded Boys. Final Report.
 State University College, Buffalo, New York

Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-2-9-420091-1066(010)
BR-9-B-091

Descriptors: exceptional child research; educable mentally handicapped; social reinforcement; self control; behavior rating scales; mentally handicapped; males; reinforcers; feedback; task performance; self concept

The study investigated the manner in which locus of control (the degree to which an individual conceptualizes a relationship between his own behavior and the outcomes of this behavior) interacted with selected task and reinforcer variables in the performance of educable mentally handicapped boys. One hundred ninety-two adolescent males performed each of four tasks in four different reinforcement conditions. It was suggested that tasks themselves, as well as reinforcers, provided information to the individual concerning his behavior. Results were interpreted as generally supporting the hypothesis. Implications were drawn for the use of reinforcers in the classroom, the role of task interest in curriculum design, and the need to consider individual differences in motivational orientation when selecting instructional materials and methods. (CD)

ABSTRACT 31665

EC 03 1665 ED N.A.
Publ. Date Feb 71 14p.
Blum, Evelyn R.

The Now Way to Know: The Madison Plan as an Alternative to Special Class Placement: An Interview with Frank Hewett

EDRS not available
Education And Training Of The Mentally Retarded; V6 N1 P29-42 Feb 1971

Descriptors: exceptional child education; behavior change; student placement; administrator role; learning laboratories; regular class placement; program descriptions; interviews; Madison Plan; Hewett (Frank)

Taken from a telephone survey of 57 researchers by the CEC Information Center, the article covers an interview with Dr. Frank Hewett concerning the Madison Plan. Dr. Hewett describes the Plan as essentially an effort to create an administrative and instructional framework within which it might be possible to combine several disability groups into a single program, providing them with supportive help through behavior modification, to prepare them for the regular classroom. Interview questions probe such areas as organization, staffing, and facilities, effectiveness, personnel training, and guidelines for implementation. (CD)

ABSTRACT 31684

EC 03 1684 ED N.A.
Publ. Date Jan 71 6p.
Berkowitz, Samuel And Others
Teaching Self-Feeding Skills to Pro-

found Retardates Using Reinforcement and Fading Procedures.
EDRS not available
Behavior Therapy; V2 N1 P62-7 Jan 1971

Descriptors: exceptional child research; custodial mentally handicapped; self care skills; behavior change; mentally handicapped

Fourteen institutionalized profoundly retarded boys who had never spoon-fed themselves were selected for a behavior modification program focusing on self-feeding. The boys ranged in chronological age from 9 to 17 years and possessed Vineland Social Ages from 1.3 to 1.7 years. The self-feeding task was divided into seven discrete steps, with each succeeding step requiring the child to perform more of the self-feeding process. On the first step the aide, while holding the child's hand with his spoon in his hand, made the entire feeding cycle for the child. With each of the succeeding six steps the aide faded out a portion of her help, until the child was making the entire self-feeding movement without any help from the aide. All 14 boys learned to perform the self-feeding task within periods ranging from 2 to 60 days and 10 of the 14 boys were still feeding themselves 41 months later. Implications for treatment of retardates are discussed. (Author)

ABSTRACT 31685

EC 03 1685 ED N.A.
Publ. Date Jan 71 10p.
Bucher, Bradley; King, Larry W.

Generalization of Punishment Effects in the Deviant Behavior of a Psychotic Child.

EDRS not available
Behavior Therapy; V2 N1 P68-77 Jan 1971

Descriptors: exceptional child research; emotionally disturbed; psychotic children; negative reinforcement; behavior change; generalization

Punishment with brief electric shock was used to suppress a specific costly form of destructive behavior in a non-verbal deviant boy. Touching a forbidden object was punished in a series of experimental situations, which included differences in experimental rooms, the objects presented, pre-session experiences, persons present during the session, and timing of shock delivery. Change in experimental conditions was typically followed by a renewal of the punished response. Previous findings of the specificity of punishment effects were thus supported. As more conditions were introduced, suppression was obtained with fewer punishments. The importance of consistent application of a punishment procedure in a variety of contexts is emphasized, to produce suppression for nonspecific stimulus conditions. (Author)

ABSTRACT 31711

EC 03 1711 ED N.A.
Publ. Date Mar 71 10p.
Peterson, Robert F. And Others

Training Children to Work Productively in Classroom Groups.
EDRS not available
Exceptional Children; V37 N7 P491-500 Mar 1971

Descriptors: exceptional child education; behavior problems; grouping (instructional purposes); group behavior; average students; teaching methods; reinforcement study habits

The problem of grouping children in the classroom for the purpose of improving teaching has been traditionally approached by making groups homogeneous on the basis of age, intelligence test scores, achievement tests, or personality measures. Using an alternative approach, involving direct assessment of academic productivity and pretraining to work in groups, two studies are presented. Experiment 1 showed that through the management of reinforcement contingencies a teacher could develop and maintain a high rate of academic productivity in a group of two boys with school adjustment problems. Experiment 2, which applied similar techniques to a larger group, showed that high rates of work behavior could be maintained as the size of the group increased, and suggested that the proximity of the teacher may be related to the amount of study behavior generated. (Author)

ABSTRACT 31997

EC 03 1997 ED N.A.
Publ. Date 64 192p.
Wolpe, Joseph, Ed. and Others
The Conditioning Therapies: The Challenge in Psychotherapy.
EDRS not available
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 (\$8.95).

Descriptors: behavior change; psychotherapy; behavior theories; conditioned response; experimental psychology; operant conditioning; psychiatry; psychology; research projects

The 11 papers, reflecting the behavioristic (rather than psychoanalytic or psychodynamic) position in psychotherapy, are concerned with the conditioning therapies or, as they are also called, behavior therapy. Five papers, under the topic heading, *The Therapeutic Challenge*, deal with the comparative clinical status of conditioning therapies and psychoanalysis, theory and practice of conditioned reflex therapy, experimental studies of desensitization psychotherapy, behavior therapy using hypnosis, and applications of operant conditioning to behavior therapy. Two papers, which present some critical comments on the psychoanalytic zeitgeist, discuss the 1873-1897 period of the life and works of Sigmund Freud and offer some reflections on psychoanalysis, hypnosis, and faith healing. Associated experimental data are contained in three papers on autonomic conditioning, the challenge of Pavlovian conditioning and experimental neuroses in animals, and individual differences in conditioning and associated techniques. The final paper,

which treats conditioning therapies, learning theory, and research, examines some assumptions inherent in the current use of conditioning therapies and their implications for research. An annotated bibliography of clinical reports of conditioning therapy is included. (KW)

ABSTRACT 31999

EC 03 1999 ED N.A.
Publ. Date 71 358p.
Staats, Arthur W.

Child Learning, Intelligence, and Personality.

EDRS not available
Harper and Row, Publishers, 49 East 33rd Street, New York, New York 10016 (\$7.95).

Descriptors: child psychology; child development; behavior change; personality theories; personality development; behavior theories; concept formation; intellectual development; learning processes; cognitive development

The text establishes a conceptual framework and principles that elaborate the learning principles of behavior modification into a human behavior conception. The treatment presents a theory of the development of intelligence and other aspects of personality, and their function in adjustment and behavior modification. The author focuses on intellectual language development as the cumulative acquisition of the interaction of learned skills. Other aspects of personality are also dealt with, including self direction, self concept, social reasoning, self reinforcement and achievement motivation, the motivation system in general, personality disorders, and imitation. Principles of behavior and behavior environment interaction are introduced. (CD)

ABSTRACT 32108

EC 03 2108 ED N.A.
Publ. Date Feb 70 236p.
Tharp, Roland G.; Wetzel, Ralph J.

Behavior Modification in the Natural Environment.

EDRS not available
Academic Press, Inc., 111 Fifth Avenue, New York, New York 10003 (\$10.00).

Descriptors: exceptional child research; socially deviant behavior; delinquents; disadvantaged youth; behavior change; milieu therapy; therapeutic environment; research projects; program design; models; environmental research; social influences

The authors use a behavior research project as a model for discussing the use of behavior modification in the natural environment. The report centers on the technique of contingency management, and the use of a direct contact individual (the dispenser of reinforcers) who is in the social environmental sphere of the deviant individual. Following a review of relevant prior research and theoretical material, the researchers have attempted to share a variety of techniques, sample intervention plans, and case studies. A presentation and analysis of the demonstration's research data based on work with a group of underachieving, pre-dropout, delinquent, and pre-delinquent

youth is made. It is concluded that contingencies can be managed in the natural environment, that behavior changes can be effected, recorded, and assessed, and that work in the natural environment using a nonmedical learning theory model is possible. In the final chapter there is a small procedural manual. Research implications are also reviewed and professional and ethical issues are dealt with. (CD)

ABSTRACT 32155

EC 03 2155 ED N.A.
Publ. Date Apr 71 9p.
Camp, Ronnie W.; Van Doorninck, William J.

Assessment of Motivated Reading Therapy with Elementary School Children.

EDRS not available
Behavior Therapy; V2 N2 P214-22 Apr 1971

Descriptors: exceptional child research; learning disabilities; reading difficulty; disadvantaged youth; motivation techniques; remedial reading; sight vocabulary; positive reinforcement; behavior change

Sixty-six retarded readers from a disadvantaged area were given sight vocabularies with and without monetary rewards for correct responses. No significant difference was found between scores obtained under rewarded and nonrewarded conditions. Children were then assigned randomly to a group receiving reading therapy or a control group. Reading group children received two or more lessons a week from non-professional neighborhood aides trained in a behavior modification approach to remedial reading. Following retesting, seven pairs of reading and control children, matched for grade, initial reading level, and length of time between testing, were compared for changes on four sight vocabularies and the Wide Range Achievement Test. After a mean of 14 lesson hours, reading group children surpassed their controls on all sight vocabularies, but no difference was registered on the Wide Range Achievement Test. (Author)

ABSTRACT 32160

EC 03 2160 ED 049 580
Publ. Date 69 146p.
Ball, Thomas, S., Ed.

The Establishment and Administration of Operant Conditioning Programs in a State Hospital for the Retarded.

California State Department of Mental Hygiene, Sacramento, Bureau of Research

EDRS mf, hc

Descriptors: mentally handicapped; institutions; administrative organization; operant conditioning; behavior change; reinforcement; administrative policy; program descriptions; staff role; California

Seven articles treat the establishment of operant conditioning programs for the mentally retarded at Pacific State Hospital in California. Emphasis is on the administrative rather than the demonstra-

tion of research aspects of operant conditioning programs. Following an introduction and overview, the medical director's point of view on operant conditioning programs is presented and the following aspects of the token economy program are examined in articles by various staff members at the state hospital: demands on the staff, selection of patients, operation of the token economy program, the school program, and the implementation of new programs in ward care of the retarded. Three additional articles discuss the training program in operant conditioning for institutional staff members, a cross-cultural use of operant conditioning at a mental hospital in Vietnam, and operant conditioning treatment programs at Porterville State Hospital. Additional material details administrative policies and daily procedures at Pacific State Hospital. (KW)

ABSTRACT 32167

EC 03 2167 ED 050 499
Publ. Date 71 422p.

Behavior Modification in Child Treatment: An Experimental and Clinical Approach.

EDRS not available
Aldine Publishing Company, 529 South Wabash Avenue, Chicago, Illinois 60605.

Descriptors: exceptional child research; emotionally disturbed; behavior change; research methodology; residential programs; research design; Wisconsin Children's Treatment Center

The discussion of applied research in the field of behavior modification as used in child treatment is based on the carefully controlled research design of the Children's Treatment Center in Madison, Wisconsin. The Center provides a total treatment program for emotionally disturbed children and their families while serving research needs and interests. The book features the presentation of a scientific attitude and technical methods for arriving at a meaningful system of applied research into child and family behavioral disturbances. The experimental-clinical method, synthesizing scientific and clinical approaches to behavior, is defined. How this methodology brings scientific rigor to the clinical setting is illustrated in discussions of measurement of behavior variables, specification of treatment procedures, and same-subject experimental designs. Described in detail are the Center's behavior modification programs. The basic intent of the studies is stated to be the development and demonstration of experimental-clinical procedures. Five extensive case studies, composing nearly half of the book, are included to give a day-by-day account of experimental-clinical procedures and to illustrate the values of constant monitoring of treatment effects and of providing total milieu planning. (KW)

ABSTRACT 32205

EC 03 2205 ED N.A.
Publ. Date 68 97p.
Haring, Norris G.

Attending and Responding. Dimensions in Early Learning Series.

EDRS not available
Dimensions Publishing Company, Box 4221, San Raphael, California 94903.

Descriptors: attention span; reactive behavior; early childhood; behavior change

After an introduction to attending and responding, the influence of parents in early learning is discussed. Principles of behavior modification are presented with suggestions for implementation by both parents and classroom teachers. Specific instructional methods are suggested to reinforce and develop attention and responses. Lists and sources of instructional materials and references are included. (RJ)

ABSTRACT 32291

EC 03 2291 ED N.A.
Publ. Date May 71 17p.
Ryan, Bruce P.

Operant Procedures Applied to Stuttering Therapy for Children.

EDRS not available
Journal of Speech and Hearing Disorders; V36 N2 P264-80 May 1971

Descriptors: exceptional child research; speech handicapped; stuttering; speech therapy; operant conditioning; behavior change

Described are operant stuttering therapy programs for five children ranging in age from 6 to 9 years. The programs included programed desensitization, delayed auditory feedback, and gradual increase in the length and complexity of the speech utterance. Reinforcing events ranged from social reward to points which could be exchanged for toys. The programs varied in length from 15 to 73.3 hours. They were all successful in helping the children to establish fluent speech. Special transfer and maintenance programs were necessary for some of the children. Followup measures indicated that the children had maintained their fluency. The value of viewing stuttering as operant behavior was demonstrated. (Author)

ABSTRACT 32344

EC 03 2344 ED N.A.
Publ. Date Apr 71 11p.

Behavior Modification in the Classroom.

EDRS not available
Psychology in the Schools; V8 N2 P176-86 Apr 1971

Descriptors: exceptional child education; behavior change; behavior theories; teaching methods; psychotherapy; class management

The article presents the theoretical rationale for behavior modification and suggests some behavior modification techniques for classroom management. Traditional psychotherapy, following the medical model (formulated on the premise that presenting symptoms are indicators of some underlying illness that needs treatment) is used as a comparison

for behavior therapy (which sees all behavior as learned and maintained according to the same principles). Classroom applications of behavior modification are provided; and additional effects of modification programs (such as encouragement of objectivity and preciseness) are discussed. (CD)

ABSTRACT 32372

EC 03 2372 ED 050 529
Publ. Date Jan 69 179p.

A Comparison of the Doman-Delacato Method and Behavior Modification Method Upon the Coordination of Mongoloids.

Oregon State System of Higher Education, Monmouth, Teaching Research Division
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf, hc

Descriptors: exceptional child research; mongolism; perceptual motor coordination; social reinforcement; psychomotor skills; behavior change; mentally handicapped; Doman Delacato Method

In order to examine the effects of two treatment methods on the coordination of mongoloid children, 72 mongoloid children (ages 7 to 12) were randomly assigned to groups receiving either the Doman Delacato method or behavior modification procedures utilizing social reinforcement. The children were pre and posttested by the Doman Delacato Profile and a modified version of the Lincoln-Oseretsky Motor Development Scale. At the end of the 9-week treatment, results showed no significant differences between the two treatment methods although the children receiving the behavior modification treatment demonstrated at the conclusion of the study more improved coordination than did the children receiving the Doman Delacato method. Implications and recommendations for further study are outlined. (RD)

ABSTRACT 32377

EC 03 2377 ED 050 534
Publ. Date Sep 70 100p.

Walworth County Preschool Program.

Walworth County Special School, Elkhorn, Wisconsin;
Wisconsin State Department of Public Instruction, Madison, Division for Handicapped Children
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf, hc

Descriptors: exceptional child education; educable mentally handicapped; early childhood education; program descriptions; behavior change; preschool children; intervention; nonprofessional personnel; mentally handicapped; positive reinforcement; Wisconsin

The report describes an academic, compensatory education preschool program for educable mentally retarded children

3-5 years of age. Goals are to teach, through behavior modification techniques, language skills and behavior patterns necessary to succeed in school. Language teaching is based on an adaptation of the Bereiter-Englemann method, and the program makes extensive use of paraprofessionals. Discussed are efforts to foster healthy self-concepts, techniques of behavior modification and the schedule of tangible and social reinforcement, staffing and training procedures, subject matter taught, and the program of home visits to inform parents of the child's progress and encourage them in the use of positive reinforcement management techniques. Evaluation results reported show IQ gains of 14-38 points, a 17-month average gain in language over 7 1/2 months, improved behavior and self-concepts, longer attention spans and ability to delay gratification, and gains in academic skills. Appendixes present controlling techniques, the rationale for heavy emphasis on language teaching, examples of subject matter taught and sample lesson plans, forms for reporting on the home instruction program, descriptions of staff job responsibilities, and details of in-service paraprofessional training. (KW)

ABSTRACT 32598

EC 03 2598 ED N.A.
Publ. Date 71 6p.

The Influence of Time-Out on Stutterers and Their Dysfluency.

EDRS not available
Behavior Therapy; V2 N3 P334-9 Jul 1971

Descriptors: speech handicapped; stuttering; speech therapy; reinforcement; behavior change; research projects

The study tested the hypothesis that stuttering could be manipulated by contingently stimulating such behavior with a period of time-out from speaking. Eight young adult stutterers performed five massed oral readings of matched passages in two different conditions. In one condition, 10 seconds of time-out was applied contingent upon the occurrence of stutterings. No contingency was administered in the other (control) condition. Statistical analyses revealed that stuttering decreased significantly in both conditions. However, dysfluency diminished more rapidly, and to a greater degree in the time-out situation. In discussing how time-out affected them, six of the eight subjects reported that it helped them relax. One stutterer viewed the contingency as an alerting signal while the remaining subject felt it connoted disapproval. Apparently, time-out does not act as a punisher for all stutterers. Whatever the case, it was concluded that time-out would seem to be a contingency that is capable of shaping stuttering behavior. (Author)

ABSTRACT 32651

EC 03 2651 ED N.A.
Publ. Date 71 282p.
Meeks, John E.

The Fragile Alliance: An Orientation to the Outpatient Psychotherapy of the Adolescent.

EDRS not available

Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 (\$12.50).

Descriptors: exceptional child services; emotionally disturbed; psychotherapy; adolescents; psychological characteristics; psychiatrists; interpersonal relationship; counselor role

Addressed to psychotherapists, the book considers how adolescence differs from adulthood and the implications of these differences for effective psychotherapy with the adolescent. Major emphasis is upon the ways in which adolescents form and utilize human relationships and on their methods of communication, both communication with others and styles of internal communication or thought peculiar to the adolescent. Intended as a practical handbook for clinicians, the volume presents descriptions of concrete therapist behaviors in the therapy session to illustrate a style of approach to adolescent patients. Therapist qualifications, diagnostic evaluation, the therapeutic alliance, problems, parents, and termination of psychotherapy with the adolescent are covered in the first part of the book. Part 2 deals separately with special problems and extreme behavior patterns the psychotherapist may encounter. One specific approach is suggested as the best method of handling each clinical situation. Topics examined are depression and suicidal behavior, runaways, violent adolescents, adolescents in legal difficulty, sexually active adolescents, illegitimate pregnancy, acute psychotic episodes, and the adolescent on the drug scene. (KW)

ABSTRACT 32700

EC 03 2700 ED N.A.
Publ. Date 71 4p.
Cohen, Marilyn A.; Martin, Grant L.
Applying Precision Teaching to Academic Assessment.
EDRS not available
Teaching Exceptional Children; V3 N3 P147-50 Spr 1971

Descriptors: exceptional child education; learning disabilities; behavior change; precision teaching; evaluation methods; measurement techniques; student evaluation

Precision teaching was used to evaluate a student's difficulty with basic addition facts and, after initiating a change in the teaching plan to improve addition skills, to evaluate the student's performance to determine the effect of the change. Measurement of the frequency of correct and incorrect responses to addition problems showed that awarding points for correct answers, exchangeable for free time, was effective in improving mathematics performance. It is concluded that precision teaching provides a system which allows the teacher to determine a student's actual performance and to evaluate the effect of any change in teaching procedures on the student's behavior. Charting

thus assists the teacher in both planning individual instruction and determining its effectiveness. (KW)

ABSTRACT 32726

EC 03 2726 ED N.A.
Publ. Date 71 379p.
Gardner, William I.

Behavior Modification in Mental Retardation: The Education and Rehabilitation of the Mentally Retarded Adolescent and Adult.

EDRS not available
Aldine Publishing Company, 529 South Wabash Avenue, Chicago, Illinois 60605 (\$11.75).

Descriptors: exceptional child education; mentally handicapped; emotionally disturbed; behavior change; adults; adolescents; rehabilitation programs; sheltered workshops; evaluation

The book is addressed to persons involved in education and rehabilitation of mentally handicapped adolescents and adults whose behavior poses problems of learning and behavior adjustment. A detailed account of concepts and practices of behavior modification with numerous clinical illustrations of applying specific techniques to various problems is given. The inadequacies of the psychological evaluation systems normally used in education and rehabilitation are discussed and an alternative behavior analysis approach providing a method of translating evaluation data into treatment practices offered. The book concludes with a description of a research program for the design and testing of sheltered workshop systems for the mentally handicapped and emotionally disturbed. (CD)

ABSTRACT 32844

EC 03 2844 ED N.A.
Publ. Date Aug 71 13p.
Simkins, Lawrence D.

Modification of Duration of Peer Interactions in Emotionally Disturbed Children.

EDRS not available
Journal of Social Psychology; V84 N2 P287-99 Aug 1971

Descriptors: exceptional child research; emotionally disturbed; socially maladjusted; interaction process analysis; behavior patterns; positive reinforcement; operant conditioning; behavior change; social development

To explore variables associated with acquisition and maintenance of social interactions in a group of eight emotionally disturbed females (ages 9 to 12 years) who usually avoided social interaction, the study traced their recreation room behavior for 1 hour daily during each school day of one academic year. Behavior was classified in categories of in-view duration, peer interaction duration and, isolate activity duration. Fifteen treatment stages used various combinations of points, social reinforcement instruction, and special incentives to encourage peer interaction in cooperative play. A histogram showed the mean duration of the three behavior categories in each treatment stage. Reinforcing

points contingent on peer interactions increased interaction duration. Social reinforcement, instruction, and special incentives, when combined with points, increased interaction duration significantly more than points alone. The study revealed, therefore, that the chosen variables would maintain socially desired behaviors of emotionally disturbed children. (CB)

ABSTRACT 32882

EC 03 2882 ED 053 504
Publ. Date 70 85p.
Hammer, Edwin, K., Ed.

Behavior Modification Programs for Deaf-Blind Children. Proceedings of a Workshop Held July 13-14, 1970 (Pineville, Louisiana).

Callier Hearing and Speech Center, Dallas, Texas

Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf, hc

Descriptors: exceptional child education; deaf blind; conference reports; behavior change; multiply handicapped; workshops

Proceedings of a workshop (Pineville, Louisiana, July 13-14, 1970) on behavior modification programs for deaf-blind children are presented. James Lent discusses the principles of behavior modification and the habilitation of deaf blind children while Pat Aycock utilizes case histories to consider shaping behavior of multiply handicapped crib patients. The effectiveness of using light as a motivator and reinforcer is mentioned by Mrs. Aycock. Dr. Thomas looks at certain behavior that can be altered by medical intervention. Dr. Dayan discusses some of the administrative roadblocks encountered when trying to initiate a program for deaf-blind children. Throughout the proceedings, the need to call upon diverse resources to bring efficiency to the education of the children is stressed. Jack English summarizes the participants' presentations and draws lines through points brought up by more than one speaker, such as the problem of hesitancy among professionals and others to attempt to work with the children. (CD)

ABSTRACT 32958

EC 03 2958 ED N.A.
Publ. Date Jun 71 4p.
Altman, Reuben; Talkington, Larry W.

Modeling: An Alternative Behavior Modification Approach for Retardates.

EDRS not available
Mental Retardation; V9 N3 P20-3 Jun 1971

Descriptors: exceptional child education; mentally handicapped; behavior change; modeling; operant conditioning

Modeling procedures are currently receiving extensive application in behavior modification programs with nonretarded clinical groups. The paper proposes implementing modeling techniques with the mentally handicapped and reviews the

evidence suggesting its efficacy with this population. It is suggested that maximum gains in the therapeutic milieu would be realized by the conjunctive deployment of modeling procedures with conventional operant methodology. (Author)

ABSTRACT 32962

EC 03 2962 ED N.A.
Publ. Date Jun 71 4p.
Edlund, Calvin V.
Changing Classroom Behavior of Retarded Children: Using Reinforcers in the Home Environment and Parents and Teachers as Trainers.
EDRS not available
Mental Retardation; V9 N3 P33-6 Jun 1971

Descriptors: exceptional child research; educable mentally handicapped; behavior change; family environment; mentally handicapped; reinforcers; parent role; teacher role

Using six Educable Mentally Handicapped subjects living at home and attending public school, a procedure was established for making reinforcers available in the home environment for cooperative and attentive classroom behavior. Throughout the program, both parents and teachers of the subjects served as trainers. At the conclusion of the study, all subjects were found to exhibit marked improvement in both academic performance and classroom behavior. (Author)

ABSTRACT 33028

EC 03 3028 ED 053 524
Publ. Date Jan 70 79p.
Rickert, Devoe C.; Morrey, James G.
Parent Training in Precise Behavior Management with Mentally Retarded Children. Final Report.
Utah State University, Logan
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf. hc
OEG-8-9-542135-2023(032)

Descriptors: exceptional child research; parent role; precision teaching; parent education; mentally handicapped; behavior change; child rearing

The purpose of the study was to explore the effect on parents and children of training parents in the use of the precision teaching approach to behavior modification in an effort to increase their ability to manage retarded children at home. During a 10-week training period, parents learned the modification procedure evolved by Ogden Lindsley and were successful in managing behavior. Of the 20 families who attended the first group meeting, only six attended more than two sessions although 10 others offered what were considered to be good reasons for discontinuance. Individual case studies are cited which reveal the immediacy of the changes in most instances, and tables and graphs report this information. Projects that were only marginally significant or not amenable to statistical evaluation are also included. Conclusions were that parents can be trained in precise behavioral management and can become independent and creative in its

use. Recommendations concern reduction of attrition rate, simplified rate data forms, and use of a specific text. (RJ)

ABSTRACT 33057

EC 03 3057 ED N.A.
Publ. Date Apr 71 6p.
Hall, R. Vance
Training Teachers in Classroom Use of Contingency Management.
EDRS not available
Educational Technology; V11 N4 P33-8 Apr 1971

Descriptors: research projects; class management; inservice teacher education; behavior change; operant conditioning; workshops

Educating teachers in classroom use of contingency management (operant conditioning) is discussed. The optimum program for introducing teachers to use of contingency management is thought to include: teacher reinforcement by professional and/or academic credit, teaching of practical measurement and recording procedures for classroom use, presentation of basic learning theory principles, presentation of information on research and applications in school settings, participant-conducted projects in classrooms, and frequent teacher contact by someone skilled and knowledgeable to assist in understanding principles and in carrying out contingency management projects. The workshop format found to be most successful involves a week's summer workshop for credit, with a follow-up session in the fall in which teachers earn further credit for carrying out and writing up one or more applied studies in their classrooms. Two representative studies are examined briefly: one in use of reinforcement procedure, and another in use of extinction procedure. Both studies employ a reversal design for scientific verification. (CB)

ABSTRACT 33107

EC 03 3107 ED N.A.
Publ. Date Oct 71 9p.
Madsen, Clifford K.; Madsen, Charles H., Jr.
You Are Already Using Behavior Modification... but Until You Know Why and How, You Might Be Making Mistakes.
EDRS not available
Instructor; V81 N2 P47-55 Oct 1971

Descriptors: behavior change; teacher role; reinforcement; behavior problems

Mistakes that can and are made in the use of behavior modification are considered. A case study illustrates basic principles of the technique, and the frequent behaviors and associations which teachers often foster through inconsistency or intent are described. The problem of developing inherent motivation in children and the use of reinforcement and ignoring are discussed. Additional concepts explored are the need to pinpoint and record behavior in order to modify it, what constitutes a reward for a child, and the need for structure in the classroom. The article stresses that behavior modification does work, that it is not

cold and unfeeling, and that it is necessary to stay with a program for a while (making appropriate changes) before giving up. (RJ)

ABSTRACT 33125

EC 03 3125 ED N.A.
Publ. Date 71 11p.
Azrin, N. H.; Foxx, R. M.
A Rapid Method of Toilet Training the Institutionalized Retarded.
EDRS not available
Journal of Applied Behavior Analysis; V4 N2 P89-99 Sum 1971

Descriptors: custodial mentally handicapped; research projects; behavior change; operant conditioning; reinforcement; self care skills; electromechanical aids; mentally handicapped; toilet training

Operant conditioning was used to rapidly toilet train nine institutionalized, profoundly mentally retarded male adults. Subjects received a median of 4 days of intensive training with the following features: artificially increased urination incidence, positive reinforcement for correct toileting but a delay for incorrect toileting, use of an electromechanical aid for signalling elimination, shaping of independent toileting, cleanliness training, and staff reinforcement procedures. Results showed that incontinence was reduced immediately by about 90% and soon decreased to near zero. (CB)

ABSTRACT 33128

EC 03 3128 ED N.A.
Publ. Date 71 9p.
Hall, R. V. and Others
The Teacher as Observer and Experimenter in the Modification of Disputing and Talking-Out Behaviors.
EDRS not available
Journal of Applied Behavior Analysis; V4 N2 P141-9 Sum 1971

Descriptors: exceptional child research; emotionally disturbed; discipline problems; behavior change; verbal operant conditioning; reinforcement; class management; precision teaching

Six studies on behavior change of disputing and talking-out behavior in individual students and entire classrooms were conducted. The subjects (age range 6 to 15 years) were in special education and regular classes and came from white middle class and black poverty areas. In each experiment, the classroom teacher was both experimenter and observer. Behavior was recorded by various means with observation reliability checked by outside observer, another teacher, teacher aide, student, or by use of tape recorder. Range of observation sessions was 15 minutes to an entire school day. Baseline rates were first obtained, followed by extinction of inappropriate disputing or talking-out behaviors and reinforcement of appropriate behavior by teacher attention, praise, and occasionally a desired classroom activity or class surprise. Results indicated a decrease in undesired verbalizations. Reversal of contingencies precipitated a return of undesirable behavior, but recurrence of reinforcement for appropriate behavior brought another

decrease in undesired talking. Results demonstrated that teachers can serve as experimenters while teaching, and can conduct research in the classroom while changing undesirable talking behavior. (CB)

ABSTRACT 33167

EC 03 3167 ED N.A.
Publ. Date 71 9p.
Blum, Evelyn R.
Fitting In.
EDRS not available
Teaching Exceptional Children; V3 N4
P172-80 Sum 1971

Descriptors: exceptional child education; peer acceptance; behavior change; student adjustment; handicapped children; reinforcement; student participation; peer relationship

The Peer to Peer Behavior Modification Project, developed by the staff of the Visalia, California Public Schools to help reintegrate special students into regular classrooms, is described. Since special students often lack the ability to make friends and deal with peers effectively enough to avoid social ostracism, the project is designed to help the students gain peer acceptance by using behavior modification techniques on their classmates. Students from learning opportunity classes (for students who have been arrested or on probation) and classes for the educationally handicapped (learning disabilities, behavioral disorders) are taught first to collect data on number of positive and negative contacts with selected target peers, then to extinguish negative behaviors by ignoring them and to reinforce positive behaviors by praising them. It is reported that this use of student-administered reinforcement to change peer behavior is successful in reducing negative behavior of peers and in helping the special student adjust to

the regular class and be accepted by his peers. (KW)

ABSTRACT 33205

EC 03 3205 ED N.A.
Publ. Date 71 255p.
Beltz, Stephen E.
How to Make Johnny Want to Obey.
Prentice-Hall, Inc., Englewood Cliffs,
New Jersey 07632 (\$6.95).

Descriptors: discipline; discipline problems; behavior change; parent role; child rearing; positive reinforcement; parent education; motivation techniques

The approach to child discipline used adopts the technology of behavior modification for use by parents as a general system of behavior management and motivation. The approach is based on the creative use of incentives to increase motivation and obtain cooperative behavior, i.e., getting the child to do what the parent wants him to do. Important differences between systems of bribery and of incentives are explained. In addition to explaining techniques, the background and reasons behind each step are clarified. Part I, The Why of Behavior, explains what a family is and why it can experience difficulty with children. The What of Behavior, Part II, provides an understanding of the basic principles of behavior. The third part, The How To of Behavior, offers an overview of the various ways in which behavior can be modified, with major emphasis on the home contract system, which has the greatest applicability in the management, motivation, and modification of children's behavior. The final part, The Why Not of Behavior, treats the role of children in society and the family and clarifies the basic philosophy of the behavioral approach. (KW)

ABSTRACT 33215

EC 03 3215 ED 054 566
Publ. Date 71 20p.

Buckholdt, David and Others
Effect of Contingent Reinforcement on Reading Performance with Primary Special Education Children.
EDRS mf.hc
Paper Presented at the American Educational Research Association Convention (New York, New York, February, 1971).

Descriptors: exceptional child research; educable mentally handicapped; slow learners; positive reinforcement; reading speed; reading difficulty; behavior change; mentally handicapped

A positive reinforcement system was designed to see if reinforcement procedures, proven effective in modifying a wide range of disruptive classroom behaviors, would be effective for children who are not particularly disruptive but who work so slowly and ponderously that they fail to make satisfactory academic progress. Subjects were five such slow learners, ages 7-9 years, who, because of measured IQs of 65-80, were in a special remedial class. Reading, using the Sullivan Programed Reading Series, was selected as the remedial experimental task. An ABAB reversal design was used to test effectiveness of reinforcement system in accelerating rate of working in the readers, defined as number of correct responses per day. In A or baseline conditions, students worked on programed reading frames without extrinsic reinforcement, while in B conditions individual reinforcement contingencies were set (points exchangeable for store items). It was found that number of correct responses per daily 20-minute period was accelerated over baseline while accuracy remained high in condition B. When performance contingencies were withdrawn, performance deteriorated, but recovered when contingencies were reinstated. (KW)

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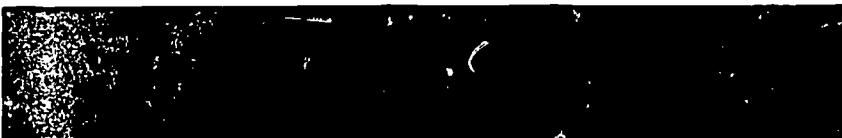
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