

Behavior

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Submission date: 11-Apr-2019 01:15AM (UTC+1200)

Submission ID: 1109653643

File name: Behavior.docx (15.36K)

Word count: 840

Character count: 4543

Motivating operations play a critical function in comprehending the behavior of people. It serves two purposes: it affects the success of certain stimuli as a reinforcer as well as changing the frequency of all actions that have been strengthened by the specific stimulus. The alteration of the current frequency of action that has been enhanced by the stimulus is referred to as the behavior-changing outcome of the motivating operation. On the other hand, a discriminative stimulus is a condition that considering the effectiveness of some reinforcement, it can increase the frequency of a specific form of response since that stimulus condition has been linked to an rise in the frequency with which kind of reaction has been followed by that specific reinforcement. Operations such as deprivation have two notable effects on behavior. It increases the effectiveness of an individual object or event as reinforcement. Also, it evokes the response that follows that object or event.

A motivating operation is a behavioristic concept that is used in explaining variations in the effects of the outcomes of behavior. It is worth noting that a motivating operation determines how strongly a person is reinforced or punished by the consequences of his or her action. For instance, being deprived of food is a motivating operation if a person is hungry. Food is reinforcement. However, if a person is satiated, then food will be less reinforcing. Contrastingly, a discriminative stimulus represents the availability of reinforcement while a motivating operation determines the effectiveness of a reinforcer.

For example, when one is driving a motor vehicle, a brake pedal is available for slowing down or stopping the car. Nonetheless, we do not use it all the time. This is because we have learned that pressing hard on the brake is a reliable way of avoiding knocking someone or something down. This keeps our passengers and us safe. Various situations will demand that we behave in a way that will make us avoid hitting people or objects. Such additional environmental changes

including the vehicles brake lights or seeing a child running out onto the road are some of the factors that establish the need for reinforcement. Therefore, we always have the potential to apply our brakes. Nevertheless, we only do so when it is necessary.

A majority of problem behaviors are acquired and maintained through positive, negative, and automatic reinforcement. To this extent, problem behavior can be thought of as having a function. In as much as many people are concerned about the nature of the problem behavior, the form of the action typically reveals little about the conditions that account for it. Determining the requirements that are responsible for behavior highlights which variables can be modified to change the behavior. Therefore, assessing the role of behavior can generate useful information regarding which intervention measures are likely to be effective. This evaluation of the role of problem behavior is known as descriptive assessment. It can result in effective interventions in three ways: it can identify antecedent variables that can be changed to avoid problem behavior. It can locate reinforcement contingencies that can be modified such that the problem behavior no longer has reinforcement. It can also assist in the identification of reinforcers for alternative replacement behaviors. One positive effect of descriptive assessment is that it can reduce reliance on punishment-based interventions. The basic strategy for carrying out a descriptive assessment is to collect information using long and descriptive assessments, interpret this information, and generate hypotheses about the role of the problem behavior. Additionally, these hypotheses can be tested using functional analysis and intervention options developed in line with the functions of the problem behavior.

Functional analysis is a scientific way of testing how specific changes affect the occurrence of problem behavior. It is one of the surest ways of knowing what causes behavior. In functional analysis, we examine one item at a time to find out if the action can function to gain attention.

This is repeated to obtain consistent results that give us the confidence that individual behavior is likely to take place when specific events follow. Knowing what situations trigger the behavior can allow us to reduce problem behavior through coming up with behavior plans that emphasize on the function. This information is also useful when teaching appropriate behaviors that give children what they want. Such appropriate behaviors include asking for a break from academic work to play or raising one's hand when in need of a teacher's attention. Functional analysis will show us the various reasons why the behavior is taking place. Besides, it will also tell us more about the specific situations when the response does not take place. This information is useful when a behavior analyst is coming up with behavior plans. Nonetheless, both descriptive assessment and functional analysis are ways of collecting information about behavior.

Assessment encompasses everything we do while analysis includes direct tests of the causes of behavior. An experimental analysis should be used for maladaptive behavior since it tests all how specific changes affect the occurrence of problem behavior.

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