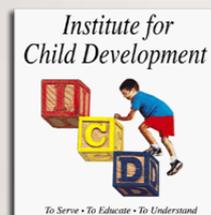




Chapter 3.2 Parts 5-9

Skill Development Sequences



Skills Development Procedures

- These procedures work to combine, alter, and modify single behaviors into larger, more complex skill sequences. They include:
 - Stimulus control and establishing operations
 - Prompting
 - Fading
 - Shaping
 - Task analysis and chaining

Chapter 3.2 Part 5

Skill Development Sequences:

Stimulus Control and Establishing Operations

Learning Objectives

- Define stimulus & discriminative stimulus.
- Define discrimination training & stimulus control.
- Define establishing operations.
- Identify 1 way establishing operations can aid in instruction.

What is a Discriminative Stimulus?

- A **stimulus** is any physical event that can be detected by one of the senses (Martin & Pear, 2007).
- This can include anything a person sees, smells, hears or touches at any given time.
- A **discriminative stimulus** is a stimulus that signals the availability of reinforcement (Cooper et al., 2007).

Example of Discriminative Stimulus

Cathy answers the phone only when it rings, but not when it is silent.

In this case, the ringing phone is the discriminative stimulus that signals the availability of reinforcement, specifically talking to another person, if Cathy answers the phone.



Discrimination Training

- **Discrimination training** is a procedure for teaching what behaviors should be performed under specific conditions (Newman et al., 2003).
- Stimulus control is the result of discrimination training.
- Stimulus control occurs when a particular behavior is more likely to occur in the presence of a discriminative stimulus because the behavior has been reinforced in the presence of this stimulus.

Example of Stimulus Discrimination

(Cooper et al., 2007)

- Two instructors require the same response from a student. When given the specific instruction, the student is aggressive to both instructors.
- In reaction, one instructor ends the attempt to gain a response while the other instructor does not. As a result, the student learns that being aggressive with the first instructor will result in end of the task, but not with the second instructor.

Establishing Operations

(Martin & Pear, 2007)

- **Establishing operations (EO)** are any stimulus, object, or event that increases the effectiveness of a consequence as a reinforcer or punisher at particular time.
- For example: Jake is only allowed to watch TV after he completes his homework. For every 30 minutes of homework completed, Jake gets to watch 10 minutes of TV. As a result, Jake will be motivated to complete his homework because he wants to watch TV.

Abolishing Operations

(Martin & Pear, 2007)

- **Abolishing operations** are any stimulus, object or event that will decrease the current effectiveness of a consequence as a reinforcer or punisher temporarily.
- As in the previous example with Jake, if Jake watches TV whenever he likes, the effectiveness of the TV being a reinforcer will decrease. Therefore, Jake will not be motivated to complete his homework because he can watch TV anyway.

Establishing Operations in Instruction

(Cooper et al., 2007)

- One way to use establishing operations during instruction is to withhold a reinforcer prior to an activity where that reinforcer will be used.
- Alternatively, instructors should be aware that certain reinforcers will not always be effective.
 - For example, food may not be as effective immediately after lunch as it is just before lunch.