**Tests and Practicum Exercises**

*for*

Martin and Pear

**Behavior Modification**

**What It Is and How to Do It**

**Eleventh Edition**

**Routledge**

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Option-Based

Questions

OPTION-BASED QUESTIONS

Chapter 1. Introduction

Multiple Choice Questions On Main Text (Note: \* indicates the correct answer)

1. A behavioral deficit is:

\* a) too little of a particular type of behavior

b) too much of a particular type of behavior

c) an appropriate behavior occurring to the wrong stimulus

d) an appropriate behavior occurring at the wrong time or place

2. A behavioral excess is:

\* a) too much of a particular type of behavior

 b) too little of a particular type of behavior

c) an appropriate behavior occurring to the wrong stimulus

d) an appropriate behavior occurring at the wrong time or place

3. Which of the following is an example of behavior?

a) hair color b) the color of someone’s eyes

c) the clothes someone is wearing \*d) dressing in the morning

4. In behavior modification, creativity and intelligence refer to:

a) inner mental processes \* b) ways of behaving

c) causes of behavior d) major sources of abnormality

5. In behavior modification, the term “environment” refers to:

a) the neighborhood in which a person is raised

b) the natural habitat of an organism

\* c) the specific physical variables in one’s immediate surroundings

d) the general situation where one happens to be

6. A child does not pronounce words clearly and does not interact with other children. These are examples of:

a) behavioral excesses b) behavioral abnormalities

\* c) behavioral deficits d) behavioral characteristics

7. Behavior modifiers stress the importance of defining problems in terms of specific behavioral deficits or behavioral excesses because:

a) therapists can then focus on the individual’s problem behaviors rather than on his or her strengths

\* b) it is behavior that causes concern, and there are specific procedures now available to change behavior

c) labeling an individual implies that a particular treatment program will be helpful

d) labeling an individual is useful for quickly providing general information about how that individual might perform

8. Which of the following is not a characteristic of behavior modification?

a) It defines problems in terms of behavior.

b) Its treatment procedures and techniques are ways of rearranging an individual’s

environment.

c) Its techniques draw extensively from the principles of operant and Pavlovian conditioning.

\* d) It emphasizes the use of summary labels for classifying individuals.

9. Which of the following is an example of covert behavior?

\* a) a skier thinking, “I hope I don’t fall” b) a pitcher throwing a ball

c) a student drinking coffee d) a child talking to her dog in the backyard

10. Which of the following is an example of overt behavior?

a) feelings of nervousness \* b) yelling at someone

c) a boy on a date thinking, “I like this girl” d) imagining a beautiful sunset

11. Which of the following is an example of an outcome of behavior?

|  |  |  |
| --- | --- | --- |
|  | a) throwing a baseball | b) lifting a heavy weight |
| \* | c) scoring a goal in ice hockey | d) standing at the free throw line in basketball |

12. Behavior therapy was first used to refer to:

a) behavior modification in which there is typically an attempt to analyze or clearly demonstrate controlling variables

b) the scientific study of laws that govern the behavior of human beings and other animals

\* c) Joseph Wolpe’s behavioral treatment for specific phobias

d) behavior modification that focuses on overt behaviors that are of social significance

13. Behavior modifiers are cautious about using summary labels to refer to individuals or their actions because:

a) the label for the behavior is often used as a pseudo-explanation for the behavior

b) labels can negatively affect the way an individual might be treated

c) labeling may influence us to focus on an individual’s problem behaviors rather than on his or her strengths

\* d) all of the above

14. The people, objects, and events that make up a person’s environment are called:

|  |  |  |
| --- | --- | --- |
| \* | a) stimuli | b) conditioned stimuli |
|  | c) unconditioned stimuli | d) reinforcing stimuli |

15. Which of the following is not a characteristic of behavior modification?

a) Its treatment procedures are ways of altering an individual’s environment.

b) Its methods and rationales can be described precisely.

\* c) Its techniques stem primarily from cognitive psychology.

d) Its techniques are often applied by individuals in everyday life.

16. Behavioral assessment seeks to:

a) determine the underlying mental disturbance responsible for behavioral symptoms

b) identify the type of mental disorder assumed to underlie particular patterns of abnormal behavior

\* c) identify potential controlling variables of problem behaviors, and select behavioral

treatment

d) determine the necessary intelligence level of potential clients as a prerequisite to behavior modification programs

17. Which of the following is not a misconception about behavior modification?

a) Behavior modifiers only deal with the observable and they don’t deal with the thoughts and feelings of clients.

\* b) Behavior modification involves the systematic application of learning principles to improve covert and overt behaviors.

c) Behavior modification involves the use of drugs, psychosurgery, and electroconvulsive

therapy.

d) Behavior modification only changes symptoms; it doesn’t get at the underlying problems.

18. Which of the following is an example of cognitive behavior?

a) a child reading out loud for a parent

b) a baseball player talking to her coach

\* c) a person on a hot day imagining that he is sitting at the ocean

d) a student writing with a pen

19. Behaviors to be improved in a behavior modification program are frequently called:

a) overt behaviors b) covert behaviors

c) cognitive behaviors \* d) target behaviors

20. Behavior Analysis refers to:

a) behavior modification in which there is typically an attempt to analyze or clearly demonstrate controlling variables

\* b) the scientific study of laws that govern the behavior of human beings and other animals

c) behavioral treatment carried out on dysfunctional behavior

d) behavior modification that focuses on overt behaviors that are of social significance

21. involves the systematic application of learning principles and techniques to assess and improve individuals’ covert and overt behaviors in order to enhance their daily functioning.

a) Behavioral assessment b) Behavior analysis

\* c) Behavior modification d) Cognitive behavior therapy

22. Classical conditioning was developed by:

a) B.F. Skinner \* b) Ivan Pavlov

c) Joseph Wolpe d) Aaron Beck

23. In the 1950s, \_\_\_\_\_\_\_\_\_\_\_\_ developed a behavioral treatment for specific phobias.

 a) Hans Eyesenck b) Aaron Beck

c) Albert Ellis \*d) Joseph Wolpe

24. The term “cognitive therapy” was used by \_\_\_\_\_\_\_\_\_\_\_ to refer to strategies for recognizing maladaptive thinking and replacing it with adaptive thinking.

\* a) Beck b) Ellis

c) Wolpe d) Skinner

True/False Questions on Main Text (Note: Correct answer indicated in left margin)

T 25. Behavior modification accepts changes in a behavior as the indicator of the extent to which a problem is being helped.

F 26. One of the defining characteristics of behavior modification is that it does not emphasize scientific demonstration that an intervention was responsible for a particular behavior change.

T 27. Behavior is, essentially, anything a person does or says.

F 28. Behavior modifiers deal only with observable behavior, and discount subjective events such as thoughts and feelings.

F 29. The color of a person’s eyes is an example of behavior.

T 30. Studying for a course is an example of a behavior.

F 31. Remembering the feelings of your first kiss is an example of overt behavior.

T 32. Thinking “I hope I pass this course” while sitting in class, is an example of covert behavior.

F 33. To a behavior modifier, intelligence is something that you were born with, a sort of “inherited capacity for learning.”

T 34. Hyperactivity is a label for certain behaviors.

T 35. According to the authors of the text, the term behavior modification has a broader meaning than the term behavior therapy.

F 36. A teenager frequently interrupts conversations between his parents. That’s an example of a behavioral deficit.

T 37. A golfer often thinks negatively just before important shots. That’s an example of a behavioral excess.

F 38. Behavior modification can only be applied by experts, and not by individuals in everyday life.

T 39. Environmental events that impinge on one’s sense receptors and that can affect behavior are called stimuli.

F 40. Cognitive behavior is another term for overt behavior.

T 41. Behavior analysis refers to the scientific study of laws that govern the behavior of human beings and other animals.

F 42. The term behavior therapy is typically used to refer to behavior modification where there is an attempt to clearly demonstrate controlling variables of the behavior of concern.

T 43. Characteristics of behavior that can be measured are called dimensions of behavior.

T 44. In 1960 the British psychologist Hans Eysenck used the term “behavior therapy” to refer to the treatment procedure developed by Joseph Wolpe.

F 45. In a landmark experiment in 1920, Mary Cover Jones demonstrated Pavlovian conditioning of a fear response in an 11 month-old infant.

F 46. Strategies for recognizing maladaptive thinking and replacing it with adaptive thinking were referred to by Beck as behavior therapy.

T 47. The terms *behavior therapy* and *cognitive behavior therapy* are often used interchangeably.

Multiple Choice Question on NfFL Section (Note: \* indicates the correct answer)

48. Behavior modifiers made little use of the first three DSMs because:

a) they were based primarily on research rather than on Freud’s theory

b) individual disorders were based on categories of problem behaviors

c) they used a multidimensional recording system

\* d) they were based on Freud’s theory of abnormal behavior

True/False Question on NfFL Section (Note: Correct answer indicated in left margin)

F 49. To avoid problems associated with labeling, in the case of autism, for example, we should describe the client as an autistic child rather than as a child with autism.