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PSYCHOLOGY

BEHAVIOUR MODIFICATION

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Behaviour modification is the sector of psychology involved with analysing and enhancing human behaviour. Analysing approach, figuring out the useful relationship among environmental occasions and a specific behaviour to recognize the motives for behaviour or to decide why someone behaved as they did. Modifying means growing and enforcing strategies to assist human beings in alternate their behaviour. It entails changing environmental occasions in order to steer behaviour. Behaviour modification strategies are evolved through specialists and used to alternate socially massive behaviours, with the intention of enhancing a few issues in someone's life.

Following are the traits of behaviour modification:

1. Focus on behaviour: Behaviour modification strategies are designed to alternate behaviour, now no longer a private function or attribute. Therefore, behaviour modification deemphasises labelling. For instance, behaviour modification isn't always used to alternate autism (a label); rather, behaviour modification is used to alternate trouble behaviours manifested by kids with autism. Behavioural excesses and shortfall are objectives to alternate with behaviour modification strategies. In behaviour modification, the behaviour to be changed is known as the goal behaviour. A behavioural extra is an unwanted goal behaviour the individual desires to lower in prevalence, period, or intensity. Taking drugs is an instance of a behavioural extra. A behavioural deficit is a suited goal behaviour the individual desires to boom in prevalence, period, or intensity. Exercise and reading are feasible examples of behavioural deficits.
2. Procedures primarily based totally on behavioural concepts: Behaviour modification is the utility of fundamental concepts firstly derived from experimental studies with laboratory animals. The clinical observation of behaviour is known as the experimental analysis of behaviour, or behaviour analysis. The clinical observation of human

behaviour is known as the experimental analysis of human behaviour, or applied behaviour analysis. Behaviour modification strategies are primarily based totally on studies in implemented behaviour evaluation that has been performed for greater than forty years.

3. **Emphasis on contemporary environmental activities:** Behaviour modification entails assessing and enhancing the contemporary environmental activities which might be functionally associated with the behaviour. Human behaviour is managed through activities withinside the immediate surroundings, and the aim of behaviour change is to become aware of one's activities. Once those controlling variables had been diagnosed, they may be altered to alter the behaviour. Successful behaviour modification strategies adjust the functional relationships among the behaviour and check the variables in the environment to provide a preferred alternative in behavior. Sometimes labels are mistakenly diagnosed as the basis for behaviour. For instance, someone would possibly say that a toddler with autism engages in trouble behaviours (inclusive of screaming, hitting himself, refusal to observe instructions) due to the fact the kid is autistic. In different words, the individual is suggesting that autism makes the kid undertake the behaviour. However, autism is sincerely a label that describes the sample of behaviours the kid engages in. The label can't be the reason for the behaviour due to the fact the label does now no longer exists as a bodily entity or event. The reasons for the behaviour ought to be determined withinside the surroundings (inclusive of the biology of the kid).
4. **Precise description of behaviour modification techniques:** Behaviour modification techniques contain precise modifications in environmental occasions which are functionally associated with the behaviour. For the techniques to be powerful whenever

they may be used, precise modifications in environmental occasions should arise on every occasion. By describing techniques precisely, researchers and different experts make it much more likely that the techniques may be used successfully every time.

5. Treatment applied by humans in normal life: Behaviour modification techniques are evolved through experts or paraprofessionals educated in behaviour modification. However, behaviour modification techniques frequently are applied by individuals including teachers, parents, task supervisors, or others to assist people in alternating their behaviour. People who put in force behaviour modification techniques need to accomplish that most effectively after enough training. Precise descriptions of techniques and expert supervision make it much more likely that parents, teachers, and others will put in force techniques successfully.
6. Measurement of behaviour change: One of the hallmarks of behaviour modification is its emphasis on measuring the behaviour earlier than and after the intervention to file the behaviour change as a result of the behaviour modification techniques. In addition, ongoing evaluation of the behaviour is finished properly past the factor of intervention to decide whether or not the behaviour alternate is maintained withinside the lengthy run.
7. De-emphasis on past activities as reasons for behaviour: As said earlier, behaviour modification puts emphasis on the latest environmental activities as the reasons for behaviour. However, the know-how of the past additionally affords beneficial statistics about environmental activities associated with present-day behaviour. For example, prior learning experiences were proven to steer present-day behaviour. Therefore, the knowledge of these learning experiences may be precious in analysing present-day behaviour and selecting behaviour modification procedures. Although facts on past

activities are beneficial, the know-how of present-day controlling variables is most important to growing powerful behaviour modification interventions due to the fact that one's variables, not like past occasions, can nonetheless be changed.

8. Rejection of hypothetical underlying reasons for behaviour: Although a few fields of psychology, inclusive of Freudian psychoanalytic approaches, are probably interested in hypothesised underlying reasons for behaviour. Skinner (1974) has known such causes as “explanatory fictions” due to the fact they are able to in no way be proved or disproved, and therefore are unscientific. These intended underlying reasons can in no way be measured or manipulated to illustrate a functional relationship to the behaviour they're supposed to explain.

Behaviour modification was developed through the contributions of a number of historical events.

Ivan P. Pavlov (1849–1936).

Pavlov performed experiments that exposed the fundamental techniques of respondent conditioning. He established that a reflex (salivation in reaction to meals) may be conditioned to an impartial/neutral stimulus. In his experiments, Pavlov provided the impartial stimulus (the sound of a metronome) at the very time that he provided meals to a dog. Later, the dog salivated in reaction to the sound of the metronome alone. Pavlov referred to this as conditioned reflex (Pavlov, 1927).

Edward L. Thorndike (1874–1949)

Thorndike's main contribution became the outline of the law of effect. The law of effect states that behavior that produces a beneficial impact on the surroundings is much more likely to be

repeated in the future. In Thorndike's well-known experiment, he positioned a cat in a cage and set meals outdoor in the cage in which the cat should see it. To open the cage door, the cat needed to hit a lever with its paw. Thorndike confirmed that the cat discovered to hit the lever and open the cage door. Each time it became positioned into the cage, the cat hit the lever greater fast due to the fact that behaviour—hitting the lever—produced a beneficial impact on the surroundings: It allowed the cat to attain the meals (Thorndike, 1911).

John B. Watson (1878–1958)

In the article "Psychology as the Behaviourist Views It," posted in 1913, Watson argued that observable behaviour was the bona fide problem matter of psychology and that each behaviours had been managed via way of means of environmental events. In particular, Watson defined a stimulus reaction psychology wherein environmental events (stimuli) evoked responses. Watson commenced the motion in psychology known as behaviourism (Watson, 1913, 1924).

B. F. Skinner (1904–1990).

Skinner improved the sphere of behaviourism at first defined by Watson. Skinner defined the difference between respondent conditioning (the conditioned reflexes defined by Pavlov and Watson) and operant conditioning, wherein the result of behaviour controls the destiny incidence of the behaviour (as in Thorndike's law of effect). Skinner's studies elaborated the fundamental ideas of operant behaviour. In addition to his laboratory studies demonstrating fundamental behavioural ideas, Skinner wrote some books wherein he carried out the ideas of behaviour evaluation to human behaviour. Skinner's paintings are the inspiration for behaviour modification.

In the 1950s, researchers started out demonstrating behavioural concepts and comparing behaviour modification techniques with people. These early researchers studied the behaviour of children, adults, mental illness patients and people with intellectual retardation. Since the start of behaviour modification studies with human beings in the 1950s, lots of research have confirmed the effectiveness of behaviour modification standards and techniques. A variety of books closely inspired the improvement of the behaviour modification field. In addition, medical journals which include SEAB, Society for the Experimental Analysis of Behaviour; JEAB, Journal of the Experimental Analysis of Behaviour; AABT, Association for Advancement of Behaviour Therapy; JABA, Journal of Applied Behaviour Analysis have been advanced to submit studies in behaviour evaluation and behavior modification, and expert organisations began out to guide studies and expert activity in behaviour evaluation and behavior modification.

One essential element of behaviour modification is measuring the behaviour that is focused for change. Measurement of the goal behaviour (or behaviours) in behaviour modification is referred to as behavioural assessment. Behavioural assessment is critical for some of reasons. Measuring the behaviour earlier than the remedy offers data that could assist to decide whether or not the remedy is necessary. Behavioural assessment offer data that enables in deciding on a satisfactory remedy. Measuring the goal behaviour earlier than and after the remedy permits figuring out whether or not the behaviour changed after the remedy.

There are distinctive techniques for behavioural assessment.

1. Respondent Conditioning or Classical Conditioning or Pavlovian conditioning

It happens whilst we hyperlink or pair a formerly neutral stimulus with a stimulus that is untaught or inborn, known as an unconditioned stimulus. Classical conditioning is best defined as

happening in 3 phases: preconditioning, conditioning, and post-conditioning. The learning version wherein one stimulus, because the end result of being paired with a second stimulus, comes to elicit a reaction it did not elicit formerly. Usually, this new reaction is much like the reaction formerly elicited simplest through the second stimulus. In this version the primary stimulus is known as the conditioned stimulus (CS) and the reaction it comes to elicit is known as the conditioned reaction (CR), even as the second stimulus is known as the unconditioned stimulus (UCS) and the reaction it already elicited is known as the unconditioned reaction (UCR).

Through the association of the conditioned stimulus and unconditioned stimulus, the conditioned stimulus provides information about the prevalence of the unconditioned stimulus. The greater likely it is unconditioned stimulus will comply with the conditioned stimulus, the more potent the respondent conditioning and the greater likely it is the conditioned reaction will comply with the conditioned stimulus. After the conditioned reaction starts to occur, it can be rewarded or punished, which influences its prevalence. In this experience, the conditioned reaction is mostly a response the individual makes to prepare for the unconditioned stimulus. Respondent conditioning is regularly referred to as classical conditioning and every now and then Pavlovian conditioning.

In human behaviour most of the matters which are rewarding (e.g., attention, approval, money, excellent grades) or punishing (e.g., Ostracism, criticism) obtained their effect via respondent conditioning and are referred to as conditioned reinforcement and conditioned punishment. In respondent conditioning, there are approaches to dealing with undesired behaviours: (i) extinction and (ii) counterconditioning

Respondent conditioning is completed via way of means of setting up a contingency (relationship) between the conditioned stimulus and the unconditioned stimulus. The conditioned stimulus predicts to a sure degree the onset of the unconditioned stimulus. If we

terminate this contingency in order that the conditioned stimulus isn't always related to the unconditioned stimulus, ultimately the conditioned stimulus will not elicit the conditioned response. This technique is called extinction. Sometimes following extinction, the conditioned response can also additionally gain power over time. This is known as spontaneous recovery. However, insensible situations, that is normally minimal; and with further extinction, the conditioned response will not reappear.

There are basically two types of extinction: i) gradual and ii) not gradual. The gradual approach involves moving through a series of steps, called a hierarchy, to an object or situation that elicits the strongest conditioned response. The other choice is to skip most of these intermediate steps and go straight to the final situation. Counterconditioning is the mitigation of undesired elicited responses by respondently conditioning conflicting responses to the eliciting conditions. The first step is to decide the conditions that elicit the unwanted responses, as for instance the sight of spiders might also additionally cause immoderate anxiety in a few people. The second step is to decide or set up methods to elicit a reaction incompatible with and dominant to the undesired reaction, consisting of a few sorts of relaxation can be to the spider anxiety.

Finally, the incompatible reaction is respondently conditioned to the stimuli eliciting the unwanted reaction, as stimuli generating rest can be paired with stimuli associated with spiders. This counterconditioning is sustained till the the undesired reaction is a fear of spiders has been safely reduced, usually till it no longer occurs.

Counterconditioning is frequently used to lessen undesirable emotional reactions such as tension, anger, or jealousy. Most medical instances have a tension component that wishes to be treated in a few ways. Desensitisation is the counterconditioning of hysteria with rest. It is essential in counterconditioning that the incompatible reaction be dominant to the undesired reaction. Sometimes this isn't always a problem. The manner to make certain the incompatible

reaction is dominant is through the use of a hierarchy, just like the gradual method of respondent extinction. Counterconditioning with the use of relaxation might start with objects low in the hierarchy, work up the hierarchy via intermediate objects, directly to objects on the pinnacle of the hierarchy. The assumption is that the outcomes of the counterconditioning generalise (bring over to comparable stimuli) up the hierarchy, thereby steadily decreasing the power of the undesired reaction elicited through the diverse situations. Thus if we pick out a hierarchy of associated items, have enough variety of items in our hierarchy, and do not pass via the hierarchy too fast, we are able to ensure that the incompatible reaction is dominant to the undesired reaction and counterconditioning will pass within the preferred way. This is the method we take even when carrying out systematic desensitisation.

2. Operant Conditioning

It is the learning model primarily based totally at the consequences of behaviour of contingent activities and the gaining knowledge of the character of the contingency. This is likewise known as instrumental conditioning. If the contingent occasion makes it extra probably that the character will behave in a comparable manner whilst in a comparable situation, the occasion is known as a reinforcer.

Reinforcement and Punishment

Following the behaviour, the contingent event may also come on or increase (positive), or the contingent event may match off or decrease (negative). This produces four

combinations:

i) positive reinforcement

Positive reinforcement is a growth in the possibility of a behaviour due to a growth in the contingent event. Positive reinforcement, whilst correctly used, is one of the most effective of all behaviour change techniques.

ii) negative reinforcement

Negative reinforcement is a growth in the possibility of behaviour due to a reduction in the contingent event. Negative reinforcement is primarily based totally on the decrease of something undesired along with ache or anxiety. Negative reinforcement isn't always punishment; reinforcement is growth in the opportunity of behaviour, while punishment is a decrease. Negative reinforcement is the idea of escape conditioning, getting to know to get away from a repugnant state of affairs and being bolstered through the decrease in aversion.

iii) positive punishment

Positive punishment is a lowering in the chance of behaviour because of an increase in the contingent event. This is what is mostly implied by the use of the word "punishment."

iv) negative punishment.

Negative punishment is a lowering of the probability of behaviour because of a lowering in the contingent event. This correlates with a lower in something desirable following certain behaviour.

Operant Conditioning Procedures

These are behaviour change techniques that might be primarily based totally on operant Conditioning. This consists of changing the stimulus conditions wherein behaviours arise

(stimulus control), getting appropriate behaviours to arise, reinforcing them, stamping out and/or punishing unwanted behaviours, and lowering the reinforcing results of activities that assist undesired behaviours. Operant behaviours do not arise in a vacuum; they arise greater in a few situations

than others and are precipitated with the aid of using outside and inner cues. That is, for all operant behaviours there are stimuli, referred to as discriminative stimuli (SD), which have a tendency to cue the response. Discriminative stimuli do now no longer elicit the behaviour, because the CS elicits the CR, however alternatively set the event for the behaviour, making it greater or much less probably the behaviour will arise. Thus we are able to frequently regulate operant behaviour via way of means of changing discriminative stimuli.

One method is to eliminate discriminative stimuli that cue undesired behaviours. A second stimulus manipulation approach, referred to as narrowing, includes limiting behaviours to a confined set of stimuli. Eliminating cues and narrowing are regularly combined. A third stimulus control method includes introducing stimuli that generally tend to inhibit the unwanted behaviour and/or cue behaviours conflicting with the undesired behaviour. Because someone's behaviour gets tied into the stimuli and styles of his daily existence, it's far more regularly applicable to adjust lots of those cues as possible. This stimulus change might also additionally contain a huge variety of factors including rearranging furniture, buying new clothes, painting a wall, consuming food at distinctive times, or becoming a member of a new club. Stimulus change is beneficial in conditions including a part of marriage counseling or whilst a consumer is prepared to seriously adjust his existence-style.

Similarly, disposing of someone from his typical existence scenario till the alternate program is finished is regularly beneficial, mainly if coupled with stimulus change of the surroundings the consumer returns to. Stimulus control offers the antecedent aspect of operant behaviour.

The most familiar operant technique includes reinforcing acceptable behaviours. And this has to usually be a factor of all operant programs, even when the emphasis is on a few different techniques, which includes extinction. An essential factor is that we need to pick out what simply is reinforcing to the individual, not what we assume ought to be reinforcing to him. The right technique to decide on reinforcers is to invite the individual to identify what's reinforcing. Similarly, events we might also additionally recall not to be reinforcing in truth are. A not unusual place instance is the instructor who yells at a pupil as a supposed punishment, while virtually the instructor can be reinforcing the pupil with attention and/or causing the pupil to receive social reinforcement from his friends for getting the instructor mad. Sometimes something will now no longer be reinforcing to a person except he has had a few reasonably latest experiences with it.

Praise is a familiar and effective reinforcer. When it should be used, it has made dramatic adjustments in numerous settings, consisting of basic classrooms and businesses. Money is another effective reinforcer already affecting a great deal of our behaviour. Reinforcers for college kids can also additionally consist of longer recess, the opportunity to be the teacher's aide, subject trips, dances, or time in a unique reward location filled with various things to do. Behaviour modification in organisational settings and related establishments is likewise applicable. Potential reinforcers in those settings consist of recognition and praise, bonuses, gadgets, and supplies, extra staff, added privileges, participation in decision making, alternative for overtime, and days and hours off. A version of reinforcement is self-reinforcement, reinforcement people give themselves. This can be a shape of covert verbal reinforcement (e.g., "That was excellent work.") or a greater tangible reinforcer including shopping for yourself a few treats. Self-reinforcement is regularly a critical a part of self-control approaches in which humans fortify themselves for preferred behaviours

Strategies for Initiating Behaviours

To strengthen acceptable behaviour the behaviour needs to first occur. Thus an essential part of the operant technique is to apply methods to assist initiate the behaviours to be reinforced.

There are many methods to do this, such as shaping, modeling, fading, punishment, and guidance.

Shaping, additionally referred to as successive approximation, is the reinforcing of behaviours that progressively approximate the favored behaviour. The key to shaping is the use of sequential approximations which can be small sufficient steps in order that there's an easy transition from one step to the next. Shaping entails beginning wherein the individual is; taking small sufficient steps so the individual's behaviour easily changes, imparting reinforcement and help for the changes, and catching errors or issues early due to the small steps.

Modelling entails a change in an individual's behaviour due to watching the behaviour of some other person, the model. Thus a manner of beginning a behaviour, especially with a child, is to have the individual look at a person doing the desired behaviour and inspire imitation of the behaviour.

Fading includes taking behaviour that happens in a single scenario and getting it to arise in a second scenario step by step converting the primary scenario into the second. Fading is especially crucial when an individual learns new behaviours in a limited surroundings, inclusive of a clinic, hospital, or halfway house. Taking someone out of this kind of setting and setting him without delay again into his domestic surroundings might also additionally bring about a loss in lots of his new behaviours and skills. It is premier to step by step fade from the healing surroundings to the domestic surroundings. Shaping includes approximations at the reaction side, while fading includes approximations at the stimulus side.

Punishment of a behaviour suppresses that behaviour and develops into different behaviours. Perhaps this sort of different behaviours is a desirable behaviour that may be reinforced. This isn't an especially logical or desirable method in maximum cases.

Guidance includes physically helping the character to make a few responses. Thus as a part of contact desensitisation or flooding, the person can be guided to touch a feared object. Guidance can be used to assist a person research a manual skill or assist an infant who's mastering speaking a way to shape his lips to make precise sounds.

Reinforcement Variables

Several variables have an effect on the effectiveness of reinforcement. The 3 most critical are: quantity of reinforcement, delay of reinforcement, and schedule of reinforcement.

Amount of reinforcement refers to both the quality and amount of reinforcement. Within limits, and with many deviations, as the quantity of reinforcement is increased, the impact of the reinforcement increases.

Delay of reinforcement refers to the quantity of time between the person's behaviour and the reinforcement for that behaviour. As a popular rule, you get pleasant consequences if the reinforcement happens properly after the behaviour. As the put-off of reinforcement increases, the efficacy of the reinforcement decreases.

Schedule of reinforcement refers back to the pattern through which reinforcers are associated with responses. The primary difference among schedules of reinforcement is primarily based totally on whether or not each correct reaction is reinforced (non-stop reinforcement) or whether or not only a few correct responses are reinforced (intermittent reinforcement). Learning is quicker with non-stop reinforcement than with intermittent reinforcement, however, the time to

extinction is longer with intermittent reinforcement. Therefore, it's miles regularly strategic first to educate the behaviour under continuous reinforcement after which gradually transfer to intermittent reinforcement to preserve it.

There are many criticisms in opposition to programs that use reinforcement, particularly whilst utilized in classrooms. For many critics, it appears beside the point to be reinforcing human beings for something they must be doing; to a few critics, this implies bribery. Another familiar grievance is that humans will come to assume rewards for everything they do and could now no longer work otherwise. This may also foster greed or teach the man or woman to be terrible with a view to be rewarded for being good. Another complaint is primarily based totally on the reality that some combined information exists suggesting that in a few conditions using extrinsic reinforcement may also lessen intrinsic motivation (Levine & Fasnacht, 1974). That is, reinforcing individuals for doing something may also lessen their motivation to do it while now no longer being reinforced. If kids experience playing certain video games after which we start reinforcing them for playing the video games, while we get rid of the reinforcement of their interest in the video games can be much less than it becomes previous to reinforcement.

3. Contingency Contracting

Contingency contracting is a variation of operant procedures. This is a program wherein the operant contingencies are nicely precise and certainly understood by every person concerned. These contingencies, reinforcements, and punishments that may be predicted for distinctive behaviours, are formalised right into an agreement that's regularly written. Sometimes the contract is imposed on people; however, regularly the satisfactory method is to negotiate, as much as possible, with all individuals concerned approximately the character of the settlement.

Thus the function of the behaviour modifier is regularly representative and the negotiator approximately contracting. Contingency contracting is strong in schoolroom situations. The instructor sets up a contract, possibly with the assistance of the counselor, specifying what's expected of the scholars, academically and non-academically, and what reinforcements they will anticipate behaving in those ways. Thus the scholars can be required to convey exact supplies, abide with the aid of using a listing of properly exact school room rules, and flip their homework finished to an exact degree.

Reinforcement for Contingency

Reinforcements may also consist of the possibility to spend a sure quantity of time in a reward vicinity or the possibility to work on a unique project. Ideally, the trainer has negotiated all elements of the settlement with the students and all students absolutely recognize the settlement. Such a technique commonly results in lower behaviour problems, and boom withinside the students liking the classroom setting, and the scholars doing the work plenty quicker than could be expected. Contingency contracting gives a behaviour control system that frees the academics to do extra teaching.

Consistency is a vital issue of most behaviour change programs, while inconsistency can generate many problems. If a figure or instructor is constant in managing a child, the kid can without problems study what contingencies are operative and feels comfortable getting how a part of the world works. Inconsistency, on the opposite hand, might also additionally produce uncertainty, anxiety, tantrums, psychosomatic illness, discovered helplessness, and associated problems. Children and others also interact in rule-testing, the intentional breaking of a rule to decide if the contingency is in effect. If the system is constant, there might be a few rule testing. If inconsistent, there might be plenty of rule testing. Although consistency is possibly most critical with children, it's also critical with others. For example, inconsistency in a commercial

enterprise placing might also additionally bring about a drop in morale, emotions of favoritism, feeling powerless to govern events, and now no longer understanding what to expect.

A principal strength of contingency contracting is that it teaches and calls for individuals to be consistent. If one man or woman attains his part of the contract, the opposite individual needs to satisfy his part. All operant conditioning entails reciprocity, a mutual interchange of contingent events, generally reinforcements. For example, withinside the schoolroom the teacher reinforces the scholars for numerous accomplishments and in turn is bolstered by those accomplishments. Contingency contracting is a manner of organising a level of reciprocity this is most pleasing for the numerous people involved. Thus it has proved a beneficial device in marriage counseling and households in general.

Token Economies

In a few contingency contracting strategies, the individual is bolstered with tokens which could later be exchanged for a preference of reinforcers.

Contingency contracting strategies using tokens are referred to as token economies. There are actually a huge range of such strategies in a extensive form of settings. The tokens someone earns through finishing his part of the agreement are eventually exchanged for a preference of reinforcers from a reinforcement menu.

By having a huge range of objects and privileges in this menu the tokens are reinforcing for a lot of the people a lot of the time, despite the fact that humans will buy various things at discrete times. This reduces issues of someone satiating on any precise reinforcer or usually seeking to decide what's currently reinforcing to any person.

The strength of token systems is they cope with the problem of postponement of reinforcement mentioned earlier. The tokens are frequently without difficulty disbursed and may be given pretty without delay after the preferred behaviour.

4. Decreasing Undesired Behaviour

Operant reinforcement techniques are a number of the most effective behaviour change strategies available. Contingency contracting and token economies are ways of validating those strategies and for this reason frequently making them greater effective. Now we take up operant strategies for lowering undesired behaviours. But recollect that during most conditions in which you are lowering one behaviour, you need to be reinforcing and growing some other in order that favored behaviours are endorsed and the individual keeps receiving reinforcement.

Establishing a contingency among a behaviour and a contingent occasion is operant conditioning; terminating this contingency is known as operant extinction. Reinforcing a behaviour will increase the chance of that behaviour; holding back on the reinforcement lessens the chance. However, someone does not now no longer learn an easy behaviour to a stimulus, however, rather learns an entire hierarchy of behaviours. The behaviour at the pinnacle of the hierarchy is the most in all likelihood to occur, the second one behaviour the subsequent most possibly, and on down. The role in the hierarchy and the space among objects in the hierarchy are capabilities of ways often the behaviours had been reinforced. If the pinnacle behaviour is stamped out, then the second behaviour will occur. And if this behaviour is taken into consideration as undesirable, it'll be extinguished.

Extinction Challenges

Thus the challenge with the extinction method is that massive time may also be spent going through the complete hierarchy or till a proper behaviour is reached.

For this purpose, the extinction method is usually inefficient except if the hierarchy is small. It is usually higher to emphasise reinforcing a preferred behaviour in the area of the undesired behaviour. Another challenge is that it can be hard or unwanted to no longer take

care of some behaviours, along with detrimental or disruptive behaviours. Extinction may also have emotional facet results along with frustration, anger, or confusion. These facet results are minimised if we're concurrently reinforcing alternative behaviours

Punishment

Positive punishment is a contingent occasion whose inception or increase, consequences in a lower chance of the behaviour it is contingent upon. As a behaviour extrade process punishment has many negative aspects and viable horrific facet effects: Punishing an unwanted behaviour does now no longer always bring about proper behaviours.

Negative punishment is a contingent approach whose offset or reduction develops in a dwindling of the behaviour it is contingent on. This usually includes taking away something this is reinforcing from someone whilst the person misbehaves. The method of negative punishment usually additionally develops into positive punishment and/or extinction. In behaviour change, there are predominant types of negative punishment and those are:

- a. response cost which points out to the withdrawal or lack of a reinforcement contingent on a behaviour, and
- b. time out which is a punishment system wherein the punishment is a duration of time throughout which reinforcement isn't always available.

Overcorrection

Another alternative structure of punishment is overcorrection. In positive practice overcorrection, the individual is needed to exercise unerring behaviours whenever an incident of the undesired behaviours occurs. In restitutorial overcorrection or restitution, individuals have to redress the consequences of their misbehaviour to an improved than the ordinary state.

Conclusion

Behaviour modification techniques have correctly been carried out in all aspects of human behaviour, such as developmental disabilities; intellectual/mental illness; schooling and special schooling; rehabilitation; clinical psychology; business, industry, and health-associated behaviours among other aspects. The degrees of modification can also additionally differ. Emotional intelligence, stress management, peer influence, etc are the techniques that would be followed for modifying the behaviour of the individual.

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