**MARCRINA LEONCE**

**UM85321PS94542**

COURSE NAME:

**Behavior Modification**

EXAM

ATLANTIC INTERNATIONAL UNIVERSITY

HONOLULU, HAWAI

**08/2024**

**Table of Contents**

[Question 1: Define behavior modification and briefly explain the principles of operant conditioning underlying this approach 3](#_Toc174217921)

[Question 2: Briefly explain the principles of operant conditioning underlying this approach. 5](#_Toc174217922)

[Question 3: Describe the ABC model of behavior modification and provide an example of how it can be applied to modify a specific behavior. 8](#_Toc174217923)

[*Question 4: Discuss the difference between positive reinforcement and negative reinforcement, providing an example of each in behavior modification* 10](#_Toc174217924)

[Question 5: Explain the concept of extinction in behavior modification and describe one potential challenge associated with using extinction as a strategy. 12](#_Toc174217925)

[Question 6: Identify two strategies for promoting generalization of behavior change in behavior modification interventions. 14](#_Toc174217926)

[Question 7: Discuss the ethical considerations that should be taken into account when using punishment as a behavior modification technique, and provide an alternative approach to punishment. 15](#_Toc174217927)

[References 18](#_Toc174217928)

**Assignment Outline**

Question 1: Define behavior modification and briefly explain the principles of operant conditioning underlying this approach.

Question 2: Briefly explain the principles of operant conditioning underlying this approach.

Question 3: Describe the ABC model of behavior modification and provide an example of how it can be applied to modify a specific behavior.

Question 4: Discuss the difference between positive reinforcement and negative reinforcement, providing an example of each in behavior modification.

Question 5: Explain the concept of extinction in behavior modification and describe one potential challenge associated with using extinction as a strategy.

Question 6: Identify two strategies for promoting generalization of behavior change in behavior modification interventions.

Question 7: Discuss the ethical considerations that should be taken into account when using punishment as a behavior modification technique, and provide an alternative approach to punishment.

.

# Question 1: Define behavior modification and briefly explain the principles of operant conditioning underlying this approach

Behavior modification involves intentionally altering an individual's environment to change their behavior, leading them to learn new ways of doing things. However, there are many perspectives of the definition of behavior modification, as a result the concept of can be defined in many ways. Behavior modification can be defined as an empirically proven process, a technique used to modify behavior, a type of disciple approach and a form of therapy.

Behavior modification is an empirical method. Pear (2016) defines behavior modification as a systematic set of empirically verified methods that has been applied in all areas of human conduct and concern. Evidently, this concept is based on conducting experiments and using methodical results to establish facts about behaviors and how to change them. Hence, behavior modification is based on a science based research process.

Behavior modification is a strategy that influences behavior change. Vijayalakshmi (2019), defined behavior modification as an approach used to improve or reduce a particular type of behavior or performance. In other words, it is a method created to influence a targeted behavior or learnt response to situations or events. So too, Collins (2019) explains that behavior modification is a technique that is used to modify behavior through the principles of reinforcement or punishment based on the theory of operant conditioning. Simply stated, behavior modification is a plan that guides the actions and responses of individuals based on its consequences. Hence, behavior modification is a strategy used to alter behavior.

Behavior modification is a type of child discipline approach. As explained by Morin (2013), behavior modification is one of the five main techniques for disciplining children and is based on B.F. Skinner's operant conditioning theory. Notably, this particular type of child discipline is built on the tenets of operant conditioning which is designed to help children learn new ways of behaving. This strategy is used in various settings to help develop positive behaviors in children. For example, a child will likely use good manners when he continually gets rewarded by teachers and parents. Thus, behavior modification is a child discipline strategy. Lastly, behavior modification is a form of therapy.

Behavior modification is a form of therapy. Behavior change is a therapeutic method that essentially attempts to remove or lessen maladaptive behavior in children and adults (Scott, Cogburn, & Jain, 2023). Simply stated, it is a treatment approach that is capable of changing maladaptive reactions in individuals regardless of their age. An example of a behavior modification therapy technique is Applied Behavioral Analysis (ABA). Applied Behavioral Analysis (ABA) is a popular therapy technique that is used in behavioral abnormalities to influence behavior change (Scott, Cogburn, & Jain, 2023). Hence, behavior modification is a therapeutic method that influences behavior change.

Notably, definitions of behavior modification share similar characteristics. Evidence is the focus on altering behavior. This is based on the tenets of learning or conditioning that are based on the theory of operant conditioning by B.F Skinner. What’s more, is the emphasis on teaching acceptable behaviors and reducing unwanted or undesirable behaviors. Likewise, behavior modification is a process whereby targeted behaviors are observed, measured and assessed based on the characteristics of a science method.

In conclusion behavior modification is a broad term that can be defined in many ways. Central to the definitions is the concept of learning to modify behaviors through a process.

Evidently, behavior modification has distinctive features that are reflective of a controlled, systematic and methodical process. This means that the concept can be explained through scientific explanations, methods and principles of experiments completed on human/ animal mannerisms. This suggests that a behavior has been examined using a systematic procedure in which behaviors can either become more frequent as a result of actions or become less frequent as a result of actions that eventually result in the behavior modification.

# Question 2: Briefly explain the principles of operant conditioning underlying this approach.

Operant conditioning has a significant influence on the behavior modification approach. This approach was founded on Burrfus Skinner’s research on the effect of events in the environment on behavior. As stated by Morgan (2022), behavior modification can be described as a behavioral change strategy that is largely based on the principles of B.F. Skinner’s operant conditioning and rooted in classical conditioning. Key to note, is that, there are two primary principles of operant conditioning at the foundation of the behavior modification approach from inception. "The two primary principles of operant conditioning are reinforcement and punishment" (Mazur, 2020). Hence, reinforcement and punishment are the two underlying principles of operant conditioning.

The first primary principle underlying this approach is reinforcement. The term reinforcement refers to an approach that is crucial in changing an individual's behavior patterns. As explained by the American Psychological Association (2018), reinforcement, in the process of behavior change, refers to the frequency of a response that is influenced by a dependent relationship with a stimulus or circumstance in the environment. Notably, reinforcements are strategies used to increase the recurrence of desired behaviors or minimize undesirable behaviors. The two main types of reinforcement that can strengthen the likelihood of a behavior are positive reinforcement and negative reinforcement (Cherry, 2023). To explain, positive reinforcement refers to the process of increasing behavior patterns. In doing so, the desirable actions are encouraged and are most likely to continue strengthening in the future. On the other hand, negative reinforcement is described as ‘negative’ when a penalty is imposed or when an undesirable trigger or situation is removed. Accordingly, reinforcement increases the likelihood of a behavior by giving rewards or removing an unpleasant situation or stimuli.

The second primary principle underlying this approach is punishment. In behavior modification, punishment refers to the strategy used to decrease the likelihood of a behavior occurring. Particular behavior patterns are reduced by altering the stimulus and giving an immediate consequence. As defined by the American Psychological Association (2018), punishment in operant conditioning is the process in which the relationship, or contingency, between a response and some stimulus or circumstance in the environment results in the response becoming less likely. Punishment in behavior modification is divided into two types: positive punishment, which entails introducing an aversive stimulus after a behavior, and negative punishment, which involves taking away a desired stimulus following a behavior (Lerman & Vorndran, 2002). In other words, positive punishment involves adding to or creating an unfavorable situation, for example, scolding a student for misbehaving. On the other hand, negative punishment involves taking away pleasant circumstances that discourage the likelihood of future behavior patterns, for example, removing the child from playtime. Hence, in behavior modification punishment minimizes the likelihood of the behavior by providing a negative or positive consequence.

In sum, behavior modification is influenced by the principles of operant conditioning. Skinner’s work revealed that behavior can be modified by controlling or changing particular elements in the environment to evoke a specific reaction. Evidently, the principles of operant conditioning describe the relationship between behavior and environmental events (antecedents and consequences) that influence behavior (Papageorgi, 2021). Thus, understanding and applying these principles is important for understanding and modifying behavior effectively in various settings.

# Question 3: Describe the ABC model of behavior modification and provide an example of how it can be applied to modify a specific behavior.

The ABC behavioral model is a strategy used to understand and change behaviors. According to the research completed by the Bureau of Quality Improvement Services (2015), the ABC Model of Behavior Modification can be described as a combination of an antecedent, behavior, and consequence that provides an understanding of how to change behavior patterns. This corresponds to the abbreviations A, B, and C, respectively. To explain simply, an antecedent is a preceding event that incites responses or behavior. The behavior is the reaction or action that follows the antecedent, and the consequence is the effect or sequelae of the behavior.

How the ABC Model Works

The ABC Model can be used in settings where specific behaviors have to be identified and changed, for example, at home, school, and the workplace. An article by Weber (2019) explains that the ABC model works by discovering the antecedent—an event or stimulus—before the behavior, then identifying the behavior—observable responses—and the subsequent consequence—the event or circumstances that follow the behavior, which will influence future repetition. To expound, the antecedent, behavior, and consequence are observed carefully before the relevant adjustments can be made to produce an acceptable change in behavior. Then, behavior changes are elicited when the primary cue or antecedent is managed or intentionally adjusted to produce a specific action. Following this, the refined antecedent will steer an expected response or consequence, which is known as modified behavior.

A consequence can either encourage or discourage a behavior. For example, individuals who use this approach to modify behaviors are exposed to changes made in their physical or social environment and are likely to repeat the new behaviors that were learned. Thus, the ABC model of behavior modification describes the process or guidance provided to encourage behavior changes, which opens up with an initial trigger, then activates a connected action, and finishes off with an expected change or new reaction.

Application of the ABC model of Behavior Modification

The following is a scenario for applying the ABC Model

Antecedent: Young Abi wants to play with his dad every time dad gets a call from his employer.

Behavior: Young Abi runs to get his toys and asks his dad to play with him, as soon as his dad answers the call from his employer.

Consequence: Dad becomes agitated and quickly ends the call to play with Abi, who continues to bother him. However, dad feels frustrated and uncertain about the instructions given by his boss.

Modifying the Behavior Using the ABC Model

1. Antecedents: observe and define the antecedents. Dad notices the constant interruption when his employer calls.
2. Identify the cue or stimuli. Dad received a call from his employer.

2. New Behaviors: Introduce a new trigger: Create a routine or cue to signal that it's work time and dad needs quiet and undivided attention to the call. For example, Dad creates a cue card that says quiet, to signal it's time to be quiet for dad to work.

Behavior Changes:

1. Communicate to Abi the value of the call time and the need to play quietly on his own.
2. Dad will provide other independent, engaging, and desirable activities for Abi to do during the call time. This will be placed before dad gets the call.

3. New Consequences

1. Abi will be awarded a prize or positive feedback if he follows his dad’s instructions. Positive reinforcement was given.
2. If Abi interrupts his dad, then he will be redirected and reminded of the expected behavior changes. Dad will continue to communicate with his boss and will not play with Abi. A consequence or punishment can be given.

#### Question 4: Discuss the difference between positive reinforcement and negative reinforcement, providing an example of each in behavior modification.

A key difference between positive and negative reinforcement is the type of reinforcer used to change behaviors. To clarify, positive reinforcement uses positive reinforcers, whereas negative reinforcement uses negative reinforcers to change behavior. According to research (Miltenberger, 2008), positive reinforcement refers to adding a positive stimulus, whereas negative reinforcement involves eliminating an aversive stimulus. Simply stated, in positive reinforcement, something is given to increase the likelihood of the behavior recurring, whereas in negative reinforcement, something is removed in order to encourage the behavior. An example of positive reinforcement entails a teacher giving her students stickers for completing given tasks in a timely manner. The stickers are the reinforcer, which is given as a reward to increase the likelihood of the behavior in the future. On the contrary, negative reinforcement entails the teacher excusing her students from doing extra homework if they complete tasks on time. The extra homework is the negative reinforcer that is removed, and as a result, it will most likely increase students' desire to complete given tasks.

A second difference between positive and negative reinforcement is its long-term results. Positive reinforcement shows positive results in the long run and increases an individual's inspiration to keep going. As pointed out by Hattie (2009), positive reinforcement develops intrinsic motivation and engagement in individuals. As a result, the individual will develop behavior patterns and habits that will strengthen their resolve and attitude to keep going. For example, in a classroom, a teacher gives tokens and praise for completing tasks that will likely result in future success. On the other hand, negative reinforcement has been proven to increase habits of escaping situations, which may lead to a lack of sincere commitment to complete tasks. Higgins (2006) explained that negative reinforcement may develop avoidance behaviors in response to aversive stimuli, which can lead to a lack of genuine engagement in the task. Thus, while both forms of reinforcement can influence behavior, positive reinforcement is more likely to foster lasting motivation and commitment, whereas negative reinforcement may encourage avoidance and superficial engagement.

The third difference is that positive and negative reinforcement differ in their psychological effects on individuals. Positive reinforcements generate positive feelings and create a pleasant learning environment. As described by Deci & Ryan (2000), positive reinforcement enhances the psychological needs of individuals and leads to enhanced engagement and motivation. For example, a child will feel loved and cared for at home after receiving recognition, praise, and rewards for good behavior. As a result, the child will develop a feeling of happiness and belonging at home or school. On the contrary, negative reinforcement will develop negative feelings of anxiety or fear of the stimulus. Deci & Ryan (2000) also stated that using negative reinforcement as a behavior change can create negative emotional responses and has the potential to develop avoidance and a lack of engagement. It is clear that negative reinforcement has adverse psychological effects, which result in the development of negative feelings in an environment. For example, a child’s playtime is shortened because he did not complete his schoolwork. As a result, the child will feel unhappy, stressed, and pressured when completing his work. Hence, positive and negative reinforcement differ in psychological effects.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Question 5: Explain the concept of extinction in behavior modification and describe one potential challenge associated with using extinction as a strategy.

Extinction can be described as the eventual elimination of a targeted behavior. Extinction refers to the process of reducing or eliminating a learned behavior by withholding the reinforcing consequences that previously maintained it (Beltrani, n.d.). Additionally, extinction as a principle of operant extinction states that if an individual displays a previously reinforced behavior that is not followed by a reinforcer, then that person is less likely to do the same thing in the future (Martin & Pear, 2019). The focus of extinction in behavior modification is to gradually withdraw the stimuli from the reinforcer. The response to the behavior will be less responsive due to the absence of the attention previously given and will gradually be eliminated. For example, a child shouts for attention when his parents begin to argue, but the child no longer receives it from his parents. As a result, the child stopped using this particular behavior method to stop the parents from arguing.

A Challenge of using Extinction in Behavior Modification

A challenge that is associated with extinction in behavior modification is extinction burst. An extinction burst can be described as a phenomenon that occurs due to the discontinuation of the contingency between a response and its reinforcer, which produces a temporary increase in the response before its rate decreases (Fisher et al., 2022). In other words, this challenge in the behavior modification process occurs when the link between the behavior and the consequence is weakened, resulting in a ‘burst'— a temporary increase of the targeted behavior prior to decelerating. Cooper, John, et al. (2007) simply relay that an extinction burst occurs when the frequency of the target challenging behavior temporarily increases in an effort to receive reinforcement. This situation can be quite challenging for the behavior modification process, which can result in the discontinuation of the behavior modification strategy. For example, a child throws a tantrum every time he passes by the ice cream booth with his mom. Previously, his mom would quickly buy him ice cream to appease him. However, by using the extinction process, she stopped buying ice cream altogether. This process became challenging when the child’s tantrums decreased initially but spiked for longer periods of time. However, despite the increased tantrum, the parent was steadfast and persistent until the behavior gradually decreased and disappeared.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Question 6: Identify two strategies for promoting generalization of behavior change in behavior modification interventions.

Generalization in behavior change can be described as applying new behaviors in various conditions. As explained by Ingersoll & Wainer (2013) generalization is used to describe the transfer of skills learned in a training environment to the natural environment after training has ended. In other words, generalization means that the individual practices the knowledge and skills gained in other environments or situations. Two Strategies for promoting generalization of behavior change are stimulus control and exposure to multiple exemplar training.

Stimulus Control

As defined by Zemla (2020), programming stimuli is the process having a stimulus that controls the behavior so that once the stimulus is present; the learner displays the targeted response. This intervention involves having a stimulus available to help the learner bridge the gap across various settings and circumstances. For example, a child will most likely be quiet when the teacher or parent holds up the quiet card. The card has become the programmed stimulus that triggers the child’s behavior at home by the parents, on their way to school via bus or train by a conductor, and in other areas.

Multiple Exemplar Training:

This generalization intervention involves practicing the desired behavior with various people and using different materials across different settings (Basu, 2024). The individual is engaged in the learned behavior in many circumstances and social situations. For example, a child learns the proper way to ask for something. This child then uses the structure at home, school, the playground, class, and other settings. The behavior will most likely recur despite the change in social circumstances.

Generalization, as a behavioral modification intervention, is a set of actions taken whereby new behaviors are consistently used in diverse settings or from one environment to another. Promoting stimulus control and multiple-example training are two strategies that build an individual’s capacity to transfer the new behavioral skills learned to the normal settings in which they interact in their everyday lives.

# Question 7: Discuss the ethical considerations that should be taken into account when using punishment as a behavior modification technique, and provide an alternative approach to punishment.

Punishment is a behavior modification technique that seeks to reduce or terminate particular behavioral responses. However, many ethical considerations must be considered when using this strategy, and other forms of behavior change strategies are recommended. The findings by Lovett and Reed (2007) indicated that punishment-based interventions are among the most controversial treatments in the applied behavior analysis literature because of their pros and cons. As a result, individuals who use this intervention must weigh up its effects, and consider alternative strategies.

Ethical Considerations for using punishment as a behavior modification technique

One major concern with the use of punishment is the potential for harm. Punishment as a form of behavior modification is inclusive of physical forms of discipline that may lead to unintentional injuries. This approach to behavior change uses unpleasant techniques to decrease the likelihood of the likelihood of behavior change (Calisaan, 2023). Evidently, this type of intervention increases individuals' risk of health-related issues and potential physical harm.

Another ethical concern about punishment is its effectiveness in eradicating maladaptive behaviors. Ineffectiveness and escalation can be described as a lack of relevant effects and an increase in maladaptive behaviors. As indicated by Glicksman (2019), research shows that punishment can result in elevating a child’s aggressive level, affect the parent-child relationship, and increase harmful behavior patterns. Thus, punishment as an intervention approach is questioned for its effectiveness and long-term outcome.

Alternative Approaches to Punishment are reinforcement and extinction.

Cherry (2023) posited that alternative behavioral approaches to punishment are reinforcement and extinction. Reinforcement as an alternative to punishment, focuses on recognizing and rewarding good behavior patterns, Additionally, reinforcement can be categorized as positive or negative reinforcement. Positive reinforcement adds desirable rewards whilst negative (Calisaan, 2023). Notably, this approach does not utilize physical harm nor has the potential to increase maladaptive behaviors, but is centered on strengthening desired behaviors.

Cherry (2023) posited that alternative behavioral approaches to punishment are reinforcement and extinction. Reinforcement as an alternative to punishment, which focuses on recognizing and rewarding good behavior patterns, Reinforcement can be either positive or negative. Positive reinforcement adds desirable rewards whilst negative removes an unpleasant stimulus to increase behaviors (Calisaan, 2023). Notably, this approach does not utilize physical harm nor has the potential to increase maladaptive behaviors, but is centered on strengthening desired behaviors.

Evidently, reinforcement and extinction are the recommended approaches to punishment. These strategies are centered on increasing desired behaviors or eliminating unwanted behaviors respectively. Evidently, punishment, particularly punishment of children, is linked to increased aggression, antisocial behavior, and mental health problems (Gershoff, 2002). Additionally, findings published by the American Academy of Pediatrics (AAP) (2018) recommend that parents avoid spanking, hitting, slapping, threatening, insulting, humiliating, or shamefully disciplining their children because of the potential harmful effects and ineffectiveness in the long run. Hence, alternative approaches to punishment must be considered, such as reinforcement and extinction.

# References

American Academy of Pediatrics. (2018). Effective Discipline to Raise Healthy Children. *Pediatrics, 142*(6), e20183112. <https://doi.org/10.1542/peds.2018-3112>

American Psychological Association . (2018). *Punishment*. Dictionary.apa.org. <https://dictionary.apa.org/punishment>

American Psychological Association. (2018). *Reinforcement*. Dictionary.apa.org. <https://dictionary.apa.org/reinforcement>

Basu, O. (2024). *Generalization training procedures in ABA*. Www.linkedin.com. <https://www.linkedin.com/pulse/generalization-training-procedures-aba-oyindrila-basu-prvoe/>

Beltrani, A. (n.d.). *Getting rid of a behavior you don’t like*. Concept.paloaltou.edu; Palo Alto University. https://concept.paloaltou.edu/resources/business-of-practice-blog/behavior-you-dont-like

Bureau of Quality Improvement Services. (2015). *Assistive supports and therapies ABC (antecedent-behavior-consequence) model*. https://www.in.gov/fssa/ddrs/files/AssistedSupports\_BS\_BT\_ABC\_V2.pdf

Calisaan, B. (2023, October 29). Operant conditioning: Definition, basic principles & applications. Retrieved from upjourney.com website: <https://upjourney.com/operant-conditioning>

Cherry, K. (2023). *How punishment influences behavior*. Verywell Mind; Dotdash Media Incorporated. <https://www.verywellmind.com/what-is-punishment-2795413#citation-6>

Cherry, K. (2023, May 7). *Reinforcement definition and examples in psychology - explore psychology*. Www.explorepsychology.com. https://www.explorepsychology.com/reinforcement-definition/

Collins English Dictionary. (2019, October 29). Discipline definition and meaning. Retrieved from Collinsdictionary.com website: <https://www.collinsdictionary.com/dictionary/english/discipline>

Cooper, John et.al. (2007). *Extinction distinction* . West Virginia University. <https://pbs.cedwvu.org/media/3127/supportreportsummer2018.pdf>

Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, *11*(4), 227–268. <https://doi.org/10.1207/S15327965PLI1104_01>

Fisher, W. W., Greer, B. D., Shahan, T. A., & Norris, H. M. (2022). Basic and applied research on extinction bursts. *Journal of Applied Behavior Analysis*, *56*(1). <https://doi.org/10.1002/jaba.954>

Gershoff, E. T. (2002). Corporal punishment by parents and associated child behaviors and experiences: A meta-analytic and theoretical review. *Psychological Bulletin, 128*(4), 539-579. doi:10.1037/0033-2909.128.4.539

Glicksman, E. (2019, May). Physical discipline is harmful and ineffective. *American Psychological Association*. https://www.apa.org/monitor/2019/05/physical-discipline

Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge.

Ingersoll, B., & Wainer, A. (2013). Generalization and Maintenance. In: Volkmar, F.R. (eds) Encyclopedia of Autism Spectrum Disorders. Springer, New York, NY.<https://doi.org/10.1007/978-1-4419-1698-3_275>

Lerman, D. C., & Vorndran, C. M. (2002). On the status of knowledge for using punishment: Implications for treating behavior disorders. *Journal of Applied Behavior Analysis, 35*(4), 431-464. doi:10.1901/jaba.2002.35-431

Lovett, B. J., & Reed, F. D. D. (2007). Views on the efficacy and ethics of punishment: Results from a national survey. In *psycnet.apa.org* (pp. 4(1), 61–67.). International Journal of Behavioral Consultation and Therapy. <https://psycnet.apa.org/fulltext/2009-04078-006.html>

Martin, G., & Pear, J. (2019). Behavior modification. Routledge. <https://doi.org/10.4324/9780429020599>

Miltenberger, R. G. (2008). *Behavior Modification Principles and Procedures* (p. 78). Thomson Wadsworth. <https://psikologi.unimudasorong.ac.id/app/upload/file/modifikasi-perilaku-raymond.pdf>

Morgan, K.N. (2022). Behavior Modification. In: Vonk, J., Shackelford, T.K. (eds) Encyclopedia of Animal Cognition and Behavior. Springer, Cham. <https://doi.org/10.1007/978-3-319-55065-7_2083>

Morin, A. (2013, April 9). 5 Different types of child discipline. Retrieved from Verywell Family website: <https://www.verywellfamily.com/types-of-child-discipline-1095064>

Papageorgi, I. (2021). Operant Conditioning. In: Shackelford, T.K., Weekes-Shackelford, V.A. (eds) Encyclopedia of Evolutionary Psychological Science. Springer, Cham. <https://doi.org/10.1007/978-3-319-19650-3_1047>

Pear, J. J. (2016). Behavior modification. *Encyclopedia of Global Bioethics*, 227–235. <https://doi.org/10.1007/978-3-319-09483-0_36>

Scott, H. K., Cogburn, M., & Jain, A. (2023). Behavior Modification. Retrieved from Nih.gov website: <https://www.ncbi.nlm.nih.gov/books/NBK459285/>

Vijayalakshmi, N. (2019). Behavior Modification Techniques -An Awareness Study . *Shanlax International Journal of Education*, *7*(2), 20–24. Commons AttributionNonCommercialNoDerivatives 4.0 International License. <https://doi.org/10.34293/%20education.v7i2.333>

Webster, Jerry. (2023, April 5). ABC: Antecedent, Behavior, Consequence. Retrieved from <https://www.thoughtco.com/abc-antecedent-behavior-and-consequence-3111263>

Zemla, L. (2020, February 6). *Assessing and promoting generalization*. Graham Behavior Services. <https://grahambehavior.com/assessing-and-promoting-generalization/>