Get in the Game

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“The A Game”

- **Recommended “Nine Steps to Better Grades”:**
  - Rule 1: Go to class. **Make sure class time “adds value.”**
  - Rule 2: Sit front & center. **Move around the room.**
  - Rule 3: Come to class prepared. **Incentivize preparation.**
  - Rule 4: When lost, ask questions. **Show them when they’re lost.**
  - Rule 5: Space out learning. **Build “distributed learning” into the course.**
  - Rule 6: Develop learning objectives. **Teach how to do this.**
  - Rule 7: Learn material at all levels. **Teach & test at multiple levels.**
  - Rule 8: Use learning checks & self-testing. **Make this part of the course.**
  - Rule 9: Be exam savvy.
My Strategies

I achieve these goals by . . .

- Creating an “interactive lecture” style that utilizes technology (i.e. PP, clickers, & Angel components).

- “Flipping” 50% of my class sessions.

- Testing approximately every 2-2 ½ weeks at multiple levels of mastery.
Non-Flipped Class Session

- **Interactive Lecture Style**
  - Work the room & get know my students (by name!)
  - Use lots of visuals/diagrams/concept maps
  - Ask lots of questions
  - Heavy use of clickers to . . .
    - Facilitate active learning at multiple levels of mastery
    - Assess learning (at multiple levels of mastery)
    - Reinforce & motivate learning; Make lack of learning conspicuous
    - Get feedback on instruction & student behavior
On-Flipped Day Example

Negative Reinforcement

- A response results in the **removal** of a stimulus that **increases** the frequency of that behavior in the future.

  - Take an aspirin (R)  →  Headache is removed (S)
  - Taking aspirin increases

Negative Punishment

- A response results in the **removal** of a stimulus that **decreases** the frequency of that behavior in the future.

  - Drive w/o license (R)  →  Driving privileges revoked (S)
  - Driving w/o license decreases
Behavior Increases

Stimulus is **added** to the environment

Behavior Decreases

Stimulus is **removed** or **cancelled** from the environment
If you were going to use this diagram to identify a contingency, where would you start? What’s the first question you need to ask?

After that, which do you consider first: columns or rows?

Stimulus is added to the environment

Stimulus is removed or cancelled from the environment

Behavior Increases

Behavior Decreases

Positive Reinforcement

Positive Punishment

Negative Reinforcement

Negative Punishment
**Q1:** What is the behavior?

**Q2:** As a result of the behavior, was something... **Added** to the environment or **Removed** or **cancelled** from the environment.

**Q3:** What happens to the behavior in the future?

- **Behavior Increases**
  - Positive Reinforcement
  - Positive Punishment
- **Behavior Decreases**
  - Negative Reinforcement
  - Negative Punishment
Yesterday’s forecast was for rain, so as you left your apartment, you grabbed your umbrella. Half way to class, it began to rain, and you quickly opened your umbrella to eliminate getting wet. This morning, it started to rain as you walked across campus and you opened your umbrella. *In this example, “opening your umbrella” has been . . .*

A) Positively reinforced  
B) Negatively reinforced  
C) Positively punished  
D) Negatively punished
Non-Flipped Day Example

Yesterday’s forecast was for rain, so as you left your apartment, you grabbed your umbrella. Half way to class, it began to rain, and you quickly opened your umbrella to eliminate getting wet. This morning, it started to rain as you walked across campus and you opened your umbrella. In this example, “opening your umbrella” has been . . .

1. Positively reinforced because the umbrella is added and opening it increases.
2. Negatively reinforced because “getting wet” is removed and opening umbrella when it is raining increases in the future.
3. Positively punished because “wetness” is aversive, thus driving down “going out without an umbrella.”
4. Negatively punished because you less likely to go out in the rain due to the addition of “wetness.”
Non-Flipped Day Example

- Yesterday’s forecast was for rain, so as you left your apartment, you grabbed your umbrella. Half way to class, it began to rain, and you quickly opened your umbrella to eliminate getting wet. This morning, it started to rain as you walked across campus and you opened your umbrella. In this example, “opening your umbrella” has been . . .

1. Positively reinforced because the umbrella is added and opening it increases.
2. Positively punished because “wetness” is aversive, thus driving down “going out without an umbrella.”
3. Negatively punished because you less likely to go out in the rain but to the the addition of “wetness” makes.
But all of this takes time!

PROBLEM SOLVED -> WITH THE “FLIP”
Flipped Days

• Pre-lecture reading & audio lectures (Angel).
• In-class quiz of pre-lecture material. \((pts)\)
• Break into groups of 3-6.
• Work through structured learning activity with embedded “stop points” to regroup & review. \((pts)\)

• 5 UG TAs & I facilitate.
• Post-activity clicker questions.
In the attached envelop, you will find a set of words or phrases. Use those items alone, complete the diagram below in a manner that provides the best visual representation of the operant contingencies by placing the items in the gray boxes.

1) Behavior increases
2) Behavior decreases
3) Stimulus is added
4) Stimulus is removed
5) + Reinforcement
6) - Reinforcement
7) + Punishment
8) - Punishment

Then, put the three questions provided in the correct order.
Flipped Day Example

- Yesterday’s forecast was for rain, so as you left your apartment, you grabbed your umbrella. Half way to class, it began to rain, and you quickly opened your umbrella to eliminate getting wet. This morning, it started to rain as you walked across campus and you opened your umbrella.

- *Which operant contingency is controlling “opening your umbrella”?*
Mark has a stressful job as a court appointed defense attorney. He contends that he smokes because smoking helps him relax at the end of a long day. Once he climbs into his car, lights up, and inhales that first drag, he feels almost immediately more relaxed. This feeling of relaxation is what has maintained his smoking for years.

**How is operant conditioning controlling Mark’s smoking behavior?** Diagram the antecedents and consequences. Name the contingency.

**Are there elements of respondent conditioning in this scenario that are also contributing to Mark’s smoking behavior?** If so, what are they. Diagram the key elements.
Sabrina is 5 years old and she has her father wrapped around her finger. Experience has taught her that if she prefaces all of her requests with “oh, Daddy, I love you. Pretty please may I . . .” and bats her eyelashes, her father will typically give in.

Let’s imagine that, while at the toy store one day with Dad, Sabrina says, “Oh, Daddy, I love you. May I pretty please have that purple unicorn?” Dad buys the purple unicorn. Sabrina then says, “Oh, Daddy, I love you. May I pretty please have those ballet slippers too?” Dad adds those to the cart as well.

One day, Dad is finally at the end of his rope (and bank account). Enough with the purple unicorns and ballet slippers. When Sabrina says, “Oh, Daddy. I love you. May I pretty please have a real pony?” Dad says “No, absolutely not.” Sabrina bursts into tears, crying hysterically. After 25 minutes of non-stop sobbing, Dad can take no more and says he’ll buy Sabrina a pony if she will just stop with the tears. Sabrina promptly stops crying. And so the cycle continues. Sabrina asks for things, Dad complies. If he does not, she cries until he eventually gives in, at which point, Sabrina stops crying.

Using what you know about operant conditioning, explain the contingencies controlling Sabrina’s behavior.

Now analyze the situation in terms of her father’s behavior.

What would a behaviorist say about how Dad has handled this situation. Be specific and use behavioral terminology.
Get in the Game!