Chapter 1 Study Guide
1. Why might it matter whether a student learns without his teacher using candy as a reinforcer?
2. What does it mean for a teacher to "individually tailor" instruction to a student?
3. How could an adult be an "early learner"?
4. What is the difference between tailoring instruction to a student and changing the way a student learns?
5. What are some ways that we could make a learner easier to teach? What are 3 ways we could accomplish this objective for a student you know?
6. What is a behavioral cusp? Can you identify a potential behavioral cusp that you may be able to teach to a learner you know?
7. How can a generalized motor imitation repertoire improve instructional efficiency?
8. Why might it be a bad idea to teach respect for "no" to a student who is very rarely spontaneous?
9. What is a Dimensions Grid? Why would you use it?
10. How might you design a dimension grid to emphasize independent performance for a student who tends to depend upon prompts?

Chapter 2 Study Questions
1. What types of decisions can you make based solely upon a student's percentage grid? *This is the grid on page 33 of *The Inventory of Good Learner Repertoires* that can be colored in to reflect a student's broad scores in each of the 10 domains.
2. For Don's scores, would you be more likely to aggressively seek new challenges and/or fade supports, or more likely to conservatively seek Don-friendly strategies? Why?
3. Why might we, or might we not, work immediately on mands with Don?
4. What are some of the Don-friendly strategies that you would implement?
5. For a student you know, consider how he is doing in the basic areas listed on page 28 of *Teaching Good Learner Repertoires*.
6. Pick at least one target for your student that will improve his chances of accessing natural reinforcers with increased frequency.
7. Which target/strategy is likely to have the widest effect for your student? *Hint: Pick something foundational, that is a **component** of most of your student's programs. Perhaps, making a point not to use the "Drilling Down" grid for this example, your student resists a wide variety of worksheets and you may be able to improve his responsiveness to worksheets by improving the fluency of his handwriting.
8. Can you see how the *italicized* student summary on page 29 identifies at least 2 different directions to take with regard to Andy's preferred learning style? What would the simplified Dimension Grid look like if it accounted for only those 3 dimensions?
9. Using the "Drilling Down" grid on page 31, please consider whether your student consistently learns from corrections (D14, and also the top, right cell in this grid). If he does not consistently learn from corrections, then what is the highest row/cell in the grid for which your student truly has no remaining room for growth? How many potential targets are there in between this "mastered" repertoire and "learns from corrections"?
10. How much does Steve (i.e., Ward) love the use of "blocked response MO's"? Do you share his opinion? How often do you, or teachers you supervise, use blocked response MO's?
11. In what way does "recognizes that teachers sometimes control access to reinforcers" (D1) function as a prerequisite for mand training?
12. What are some of the repertoires that a student is unlikely to develop if his teacher makes excessive use of errorless teaching?

Chapter 3 Study Questions
1. What makes treatment of problem behavior "meaningful"? Can you think of examples of treatments/outcomes that might improve problem behavior but might fall short of being "meaningful"?
2. Looking at the 3 broad targets on page 48, provide at least 1 example of how any of those accomplishments might lead to reductions in behavioral excesses if it does NOT match the problem behavior function. For example, even if a problem behavior does not function for escape/avoidance, how might improved cooperation improve that behavior? If a problem behavior doesn't function for tangible gain or attention, how might a healthy mand repertoire improve that behavior?
3. In addition to identifying the function of a behavioral excess, what are some details we may need in order to treat the behavior effectively?
4. What are at least 4 reasons that it may be relevant to reduce behavioral excesses?
5. Why do you need to identify the function of a behavioral excess if you plan to implement a DRA (Differential Reinforcement of Alternative behavior) strategy?
6. What are some things you should consider if you plan to teach your student to mand "break" in lieu of emitting escape-maintained problem behaviors?
7. In what situations is "planned ignoring" infeasible?
8. Why do you think Steve is incapable of fixing the spacing in this, or any, publication?
9. What are some feasible options for treating an attention-maintained problem behavior that cannot safely be ignored?
10. In what circumstances might we decide to "dance around" an issue? Provide one example of how you have effectively taken a behavior "head on" or have effectively "danced around" a behavior.

Chapter 4 Study Questions
1. Why is it important to identify the supports you are using for a particular student?
2. Is your job done after a student begins to behave well with supports? Why or why not?
3. What is the difference between an "early contingency" and a "late contingency"?
4. How might a teacher use information from "Flexibility" or "Preferences for Learning Channels" to support a student?
5. How might extensive use of supports interfere with your ability to teach a functional equivalent for a problem behavior?
6. What are some things you should consider when deciding whether to use a particular support for a particular student?
7. Why might it be inadvisable to capitalize upon Larry's responsiveness to strict limits via firm follow-through?
8. What are 2 things to watch out for with a teacher after she completes a punishment or extinction procedure with a student?
9. What are several of the reasons that it may be advisable to initially make enough use of the supports necessary to earn better than 50% cooperation with expectations?
10. How can you make use of "indiscriminable contingencies" to enhance generalization?
11. Which repertoire usually develops first, cooperation with "do" expectations or cooperation with "don't" expectations? How might you use this information to help select current targets for a particular student?
12. What are some of the things you should consider when addressing a "don't" behavior for a student who tends to demonstrate attention-seeking behaviors?
13. What are some dimensions favorable to the establishment of respect for "no" or "don't"? How might you arrange this instruction for a student you know?
14. Why is it beneficial to increase active responding while your child attends group instruction? What are some methods of increasing active responding?

Chapter 5 study questions
1. What are some of the factors that may contribute to a student failing to develop tolerance or self-regulation naturally?
2. What are some general things to consider when deciding whether to specifically address any of the items in Resilience and Regulation?
3. Are any of the items assessed in Resilience and Regulation appropriate for your student? Which one(s)? Upon what do you base that decision?
4. What is at least one way to avoid requiring a student to surrender a reinforcer?
5. What are some indirect interventions targeting tolerance of corrections? How might those be advantageous to direct interventions?
6. Which should tend to develop first, tolerance of prompts or tolerance of corrections? Why?
7. Where does your student fit on Table 5.1?
8. Would it be appropriate, for your student, to reinforce tolerance of corrections more generously than you reinforce first-time correct responses?
9. Give at least one good reason why you may not target "tolerance of delays" yet for a student who does not tolerate delays.
10. What common teacher/parent practice unwittingly leads to students interpreting "later" as "no"?
11. Why might it be important to teach waiting under the control of "hazy SD's"?
12. Why might "wait for permission" be contraindicated for learners who tend to mand at a low rate?

Chapter 6 Study Questions

1. How can effective pairing and mand training improve a student's tendency to respond well to prompts?
2. Why might "Hide-the-prize" be contraindicated for a prompt dependent student?
3. For a student you know who engages in self-stimulatory behavior, does "stim" cause problems with learning, or do problems with instruction cause self-stimulatory behavior?
4. How might the timing of a prompt impact whether your student responds well to that prompt, and potentially impact whether prompts become conditioned reinforcers or conditioned punishers?
5. In what situations might you consider reinforcing prompted responses more generously than independent responses?
6. How might acceptance of prompts (D5) and responsiveness to non-intrusive prompts (D6) relate to a learner's preferences for learning channels (H domain)?
7. When practicing "Rubberband training" with a learner, why is it recommended that you refrain from using physical blocking to prevent a student from leaving?
8. Do you have a student who is a good candidate for a "parallel chore"? What chore might you do with him? What role will he be assigned?
9. If you work with a student who "guesses" too frequently, please consider Table 6.6 (i.e., Adjusting the efficiency of guessing). Which options will be most learner friendly? How will your learner perform if you let him "flounder" for a while?
10. If working on the "attend to name" program, why might progress be impeded if you reinforce spontaneous mands?
11. Did you follow any of the MANY prompts to read "Building Rapport"? If so, what did you learn?
12. Why might a correction procedure that consistently/easily terminates in a correct response be relatively unlikely to improve accuracy on future response opportunities? *Hint: Consider Table 6.6.

Chapter 7 Study Questions

1. What does it mean for a repertoire to be "functional"?
2. Are "lean pockets" good for you?
3. "Perseverance and Focus" is the one domain in which the repertoires assessed are roughly hierarchical. For a student you know, at one point in the 23 items assessed does he demonstrate significant room for growth?
4. How can independence with any behavior chain support spontaneous mands for information?
5. How is a "prompt" different than a "facilitation"?
6. At what point might it be more effective to use a "facilitation" than a "prompt"?
7. Why might it be important to use flexible criteria when teaching independence?
8. In what column does your student primarily fall in Table 7.3?
9. What are some antecedent strategies for decreasing confirmation dependence?
10. What is "free operant" responding, and how does it relate to independence?
11. What does your student typically do when presented with a challenge (e.g., can't find the toothpaste, the syrup bottle is empty, etc?) Will his typical "strategies" work for him in the real world (i.e., without significant supports)?
12. If your student has room for growth with problem solving, what are some problems you can provide for him to solve? How will you make sure these become his problem (i.e., not your problem)? What will you do, if anything, to support his attempts to solve these problems?
13. What does your student do when you don't understand what he's trying to tell you? Is there substantial room for growth with this repertoire? If so, how might you address it?

Chapter 8 Study Questions: Flexibility

1. Which item might you be able to score as a shortcut to scoring all of the items in "Flexibility"?
2. How might short-term interventions improve a student's current responding while limiting future development? Give at least 1 example.
3. After scoring "Flexibility" for a student you know, do you see any relatively large differences between any of the "paired" questions? (F3 and F4 are examples of "paired" questions because they compare a student's responsiveness to "pre-mand instructions" with his responsiveness to "post-mand instructions".)
4. Considering your learner's overall performance throughout an average week, will you plan to use his scores from "Flexibility" to make programming favorable to his strengths, or will you plan to use his scores to ambitiously address his weaknesses? In either case, how will you use his scores in Flexibility to design his programming?
5. If your student has room for growth in tolerance of changes in routines (F1), what are some interventions that may help to decrease his rigidity? Which ideas in this chapter may work for him, personally?
6. What are some things you should consider when deciding how many of your instructions will be "pre-mand" and how many will be "post-mand"?
7. What are some impacts (positive or negative) of making a large percentage of your instructions "post-mand"?
8. Does Steve usually think that "work contracts" are a good idea? Circle your answer: No   Hell no!
9. For your learner, what are some proactive strategies you might use to improve his responsiveness to "pre-mand" instructions?
10. For your learner, does a dependence upon fast-pace presentation sometimes impede his responsiveness in the natural environment? If so, what are 3 different things you can do to improve his responsiveness to slow-paced response opportunities?
11. If your learner depends upon a reinforcer being within view in order to work, what are some ways that you can reduce or eliminate this dependence?
12. Why might it be important for your student to respond well away from the table? If he currently does better at the table, what are some ways that you can improve his responding away from the table?
13. What are some potential benefits to teaching your student to respond in a "beat-the-clock" format? If appropriate for your student, how, specifically, will you establish his responsiveness to "beat-the-clock" programming? What programs might you select? For how many responses? In how much time? For what potential reinforcer?

Bonus Question: For those who really read every word of this chapter, did you try to look up "The Wichita Lineman"? If you're interested, it's by Glen Campbell, I believe from 1969, and it's another classic zinger in which I trick my readers into using valuable time to look up useless information. If this is you, I hope you enjoyed it.

Chapter 9: Consequences
1. What do most teachers do when their students passively resist work?
2. What is the "first rule of reinforcement"?
3. When considering the "Matching Law", what impact does negative history with a task have? Does your student have a negative history with any tasks? Which ones? Does he have a negative history with any types of prompts, or with particular teachers?
4. Considering the text box on page 290 *(in my electronic copy…it's the text box ending with a citation of Michael, 1993),* and being completely honest, what percentage of your student's work sessions are maintained exclusively by positive reinforcement (contrasted with the percentage maintained at least in part by negative reinforcement)?
5. How does effective instruction with a task affect future effort with that task? Considering the matching law, how might this experience affect the qualities of future work sessions?
6. What are some potential issues with teaching a student to request a "break"? (BTW, for a great review of considerations when teaching "break", and other options for the treatment of escape-maintained behavior, please see the following articles: Geiger, Carr, & LeBlanc, 2010; Tiger, Hanley, & Bruzek, 2008; and Hagopian, Boelter, & Jarmolowics, 2010)
7. List at least 3 activities that function as "momentum-builders" for a student you know, and at least 1 activity that functions as a "momentum-drainer". *Note, if fewer than 3 activities function as momentum-builders for your student, your programming should probably focus largely upon establishing rapport, expanding interests, and the earliest levels of establishing instructional control.
8. What are some prerequisites to introducing token economies?
9. How might you be able to tell whether you've advanced through the phases for introducing tokens too quickly?
10. What are some strategies for establishing positive teacher feedback as an effective reinforcer?
11. How can schedule-thinning on easy tasks be used to improve cooperation with harder tasks?

Chapter 10 Study Questions: Preferences for Learning Channels

1. A "learning channel" consists of an input and an output. An "echoic" response is spoken (i.e., "say" output) following an auditory antecedent (i.e., "hear" input). Echoic programs can therefore be described as "hear-say sounds", "hear-say words", "hear-say phrases", or "hear-say sentences". How would you describe motor imitation responses in terms of learning channels? How would you describe instruction in which a student spoke answers to multiplication flash cards?
2. How can a teacher's understanding of learning channels help her assess a student?
3. For a student you know, what is his strongest input channel? What is his weakest input channel? What are his strongest/weakest output channels?
4. Based upon your answers on number 3, what might be the most effective way to introduce an educational priority? Let's say, for example, you need to work on vocabulary, reading, or math.
5. How can your understanding of learning channels help you to isolate a prioritized learning channel? Let's say that you are most concerned with getting your student to respond to visual stimuli. How could you vary output channels to prioritize responsiveness to visual stimuli? Or let's say you're prioritizing the "say" output. How could you vary input channels to prioritize the "say" output?
6. What are some fun ways to address your learner's weakest input channel?
7. How does the "feel" input relate to the "do" output?
8. How can mand training improve a learner's responding on the "say" output?
9. If your student does not respond well to "confrontational echoic" opportunities (pg. 336), what are some creative ways that you can strengthen the "say" output channel?
10. What are some natural and/or fun ways to teach matching (i.e., "see-match _____")?
11. What are some factors that make "select" a challenging output channel (especially in the context of "RD", aka "Receptive Object Labeling", aka "Listener Responding")? What are some ways that you can use your understanding of learning channels to strengthen components of "RD"?
12. What is "win-stay/lose-shift" and how does this phenomenon challenge teachers?
13. Why might writing be important for your learner? What input channels may provide the greatest opportunities to strengthen writing?