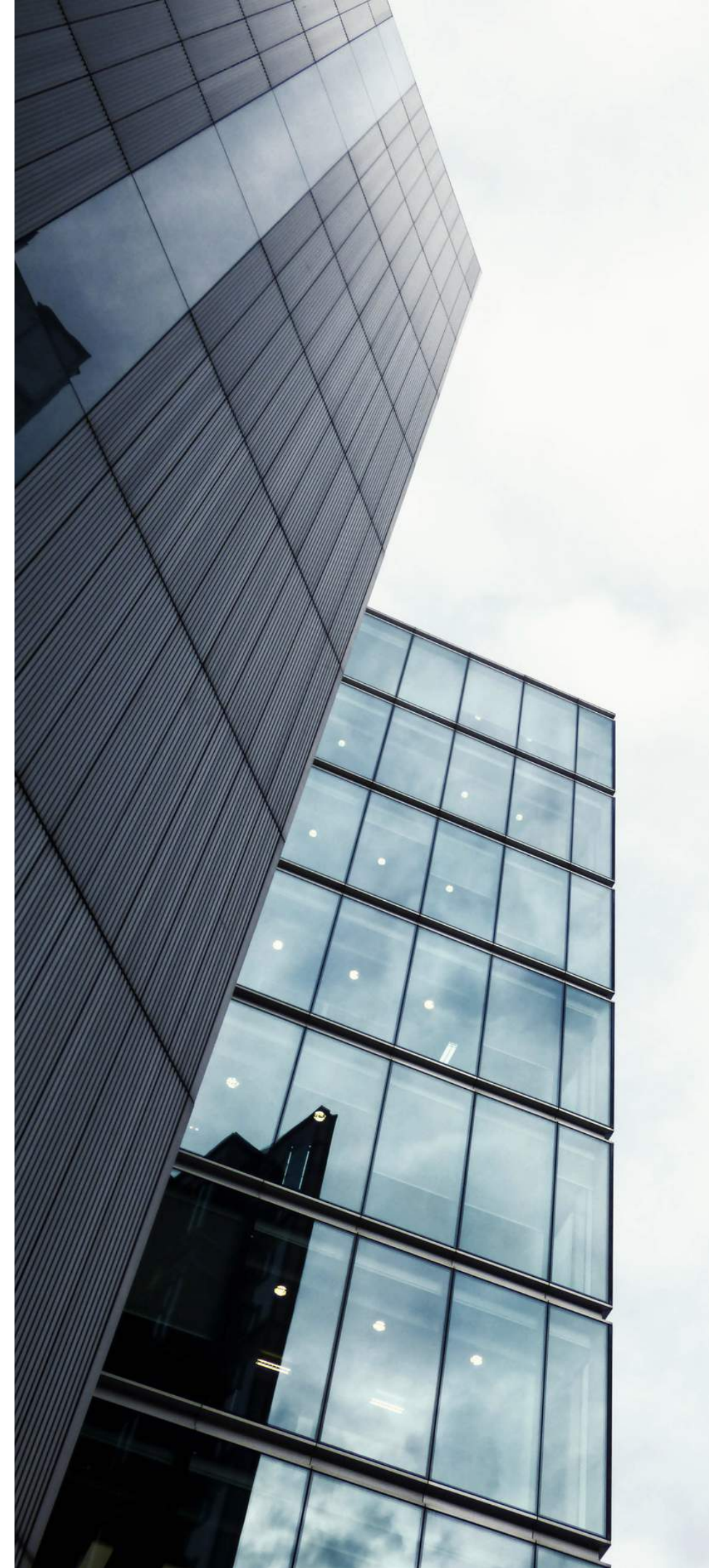# MODIFIKASI PERILAKU-PSG205
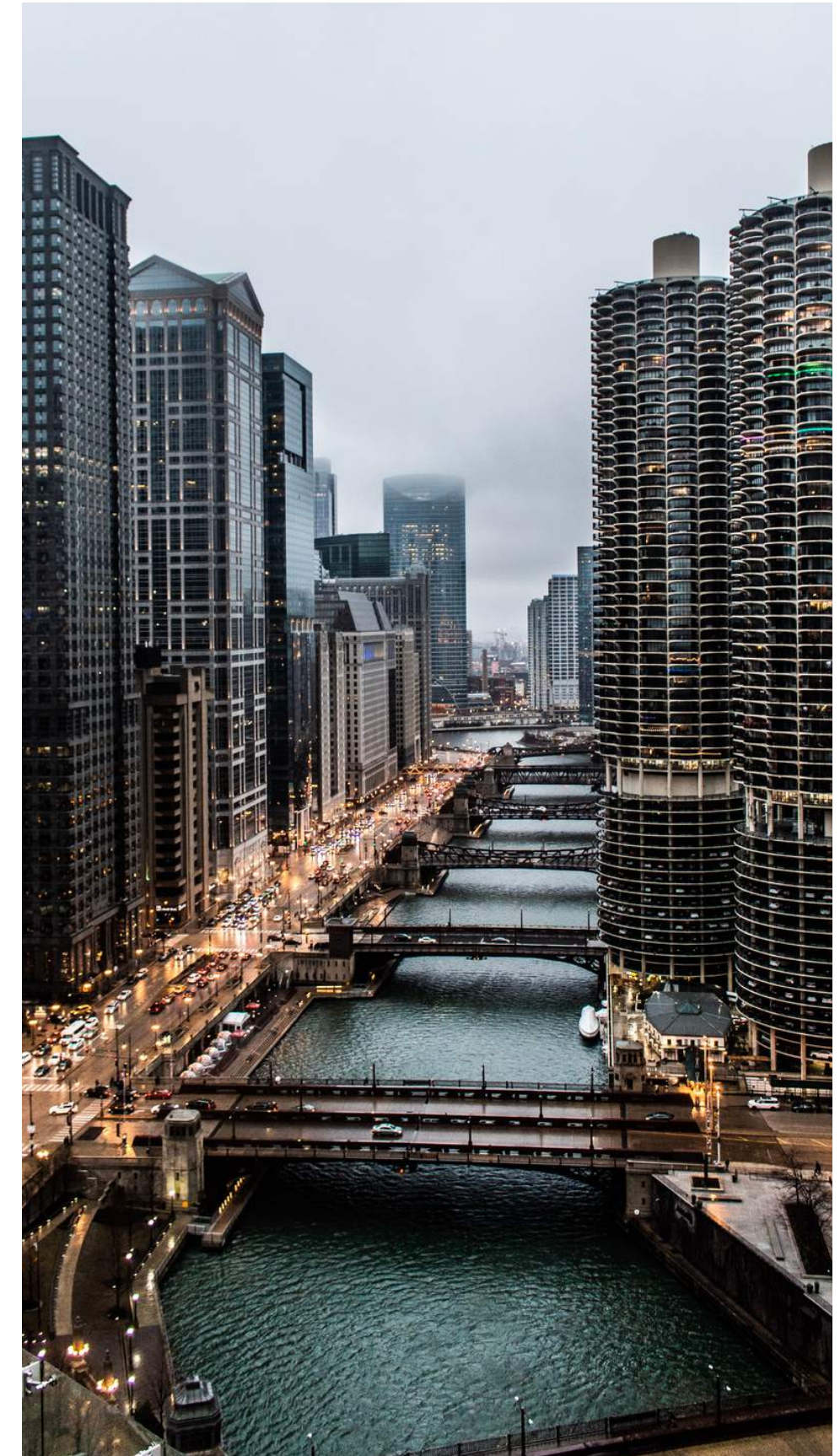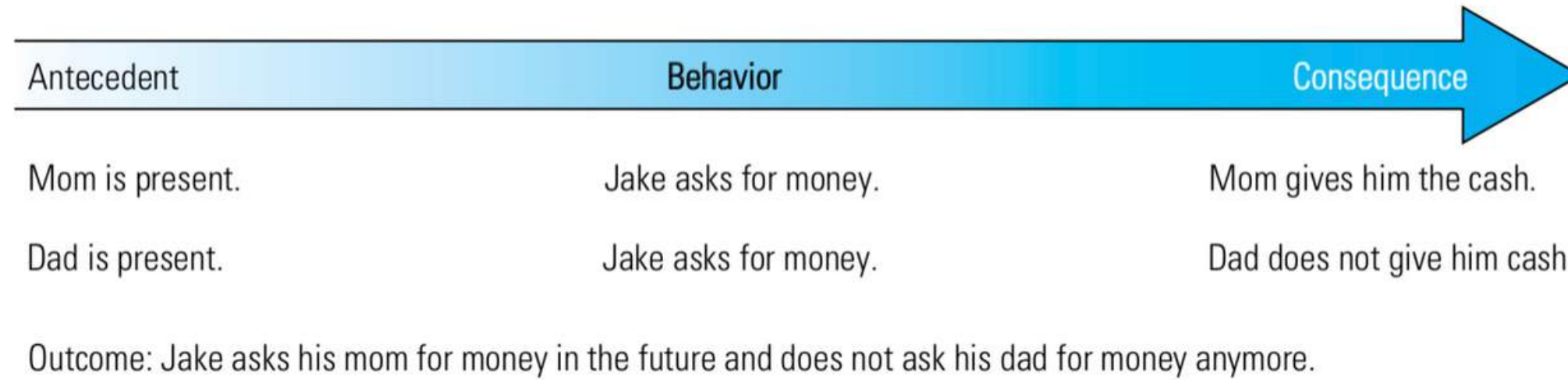
Oleh : Runi Rulanggi - Prodi Psikologi FHB UPJ

STIMULUS KONTROL & PENGKONDISIAN RESPONDEN

EXAMPLES OF STIMULUS CONTROL

Antecedent	Behavior	Consequence
Mom is present.	Jake asks for money.	Mom gives him the cash.
Dad is present.	Jake asks for money.	Dad does not give him cash.

Outcome: Jake asks his mom for money in the future and does not ask his dad for money anymore.

Antecedent	Behavior	Consequence
Red strawberry	Ginny picks and eats it.	Tastes great.
Green strawberry	Ginny picks and eats it.	Tastes awful.

Outcome: Ginny is likely to pick and eat red strawberries and to stop eating green ones.

DEFINING STIMULUS CONTROL

- A behavior is said to be under stimulus control when there is an increased probability that the behavior will occur in the presence of a specific antecedent stimulus or a stimulus from a specific stimulus class.
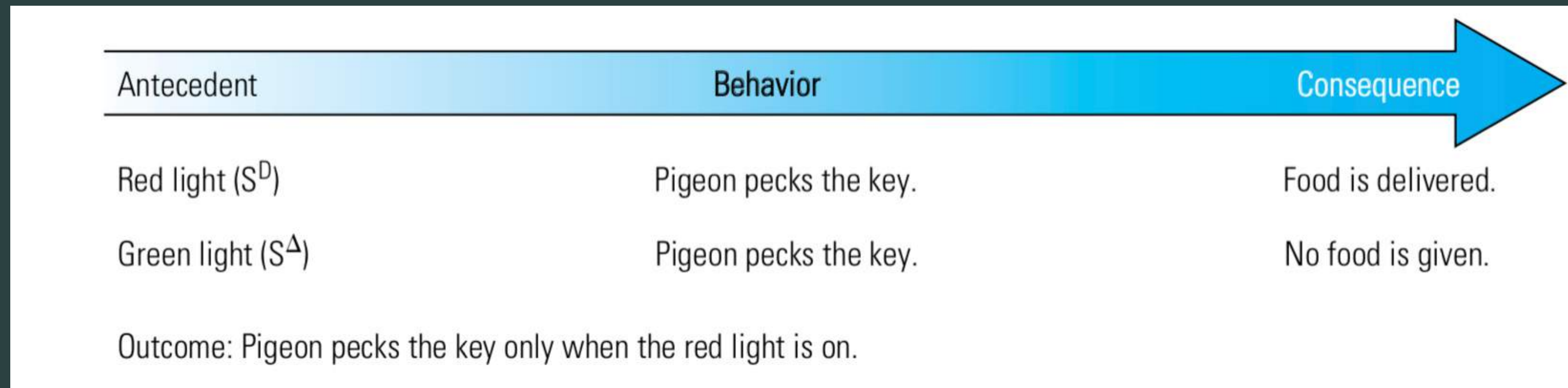
DEVELOPING STIMULUS CONTROL: STIMULUS DISCRIMINATION TRAINING

- Two steps are involved in stimulus discrimination training.
- 1. When the SD is present, the behavior is reinforced.
- 2. When any other antecedent stimuli except the SD are present, the behavior is not reinforced. During discrimination training, any antecedent stimulus that is present when the behavior is not reinforced is called an S-delta (SΔ)
- SD : Discriminative Stimulus

Discrimination Training in the Laboratory

- Holland & Skinner (1961):

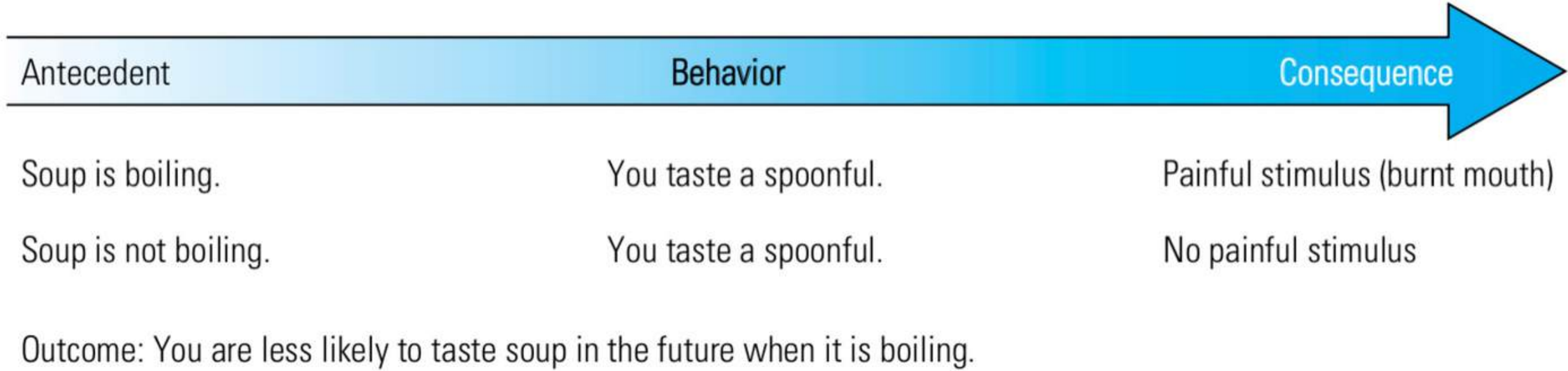| Antecedent	Behavior	Consequence
Red light (S^D)	Pigeon pecks the key.	Food is delivered.
Green light (S^Δ)	Pigeon pecks the key.	No food is given.

Outcome: Pigeon pecks the key only when the red light is on.

Developing Reading and Spelling
with Discrimination Training

Antecedent	Behavior	Consequence
DOG (S^D)	The child says "dog."	Praise from teacher or parent.
Another word (S^Δ)	The child says "dog."	No praise or teacher says "Wrong!"

Outcome: When the letters DOG are present, the child says "dog," but the child does not say "dog" when any other combination of letters is presented.

Stimulus Discrimination Training and Punishment

Antecedent	Behavior	Consequence
Soup is boiling.	You taste a spoonful.	Painful stimulus (burnt mouth)
Soup is not boiling.	You taste a spoonful.	No painful stimulus

Outcome: You are less likely to taste soup in the future when it is boiling.

- According to Skinner (1969), stimulus discrimination training involves a three-term contingency, in which the consequence (reinforcer or punisher) is contingent on the occurrence of the behavior only in the presence of the specific antecedent stimulus called the SD.
- As you can see, a three-term contingency involves a relationship among an antecedent stimulus, a behavior, and the consequence of the behavior. Behavior analysts often call this the ABCs (antecedents, behavior, consequences) of a behavior (Arndorfer & Miltenberger, 1993; Bijou, Peterson, & Ault, 1968).

THE THREE-TERM CONTINGENCY

Interval Data Sheet

Observer: _____

Date and time of observation: _____

Definition of behavior being recorded: _____

_____

_____

Ten-second intervals

	1	2	3	4	5	6
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Minutes of observation

FIGURE 2-6   This is an interval recording data sheet. Each box corresponds to an interval, and a check mark is placed in a box when the behavior occurs during that interval. When the behavior does not occur during an interval, the box is left blank.
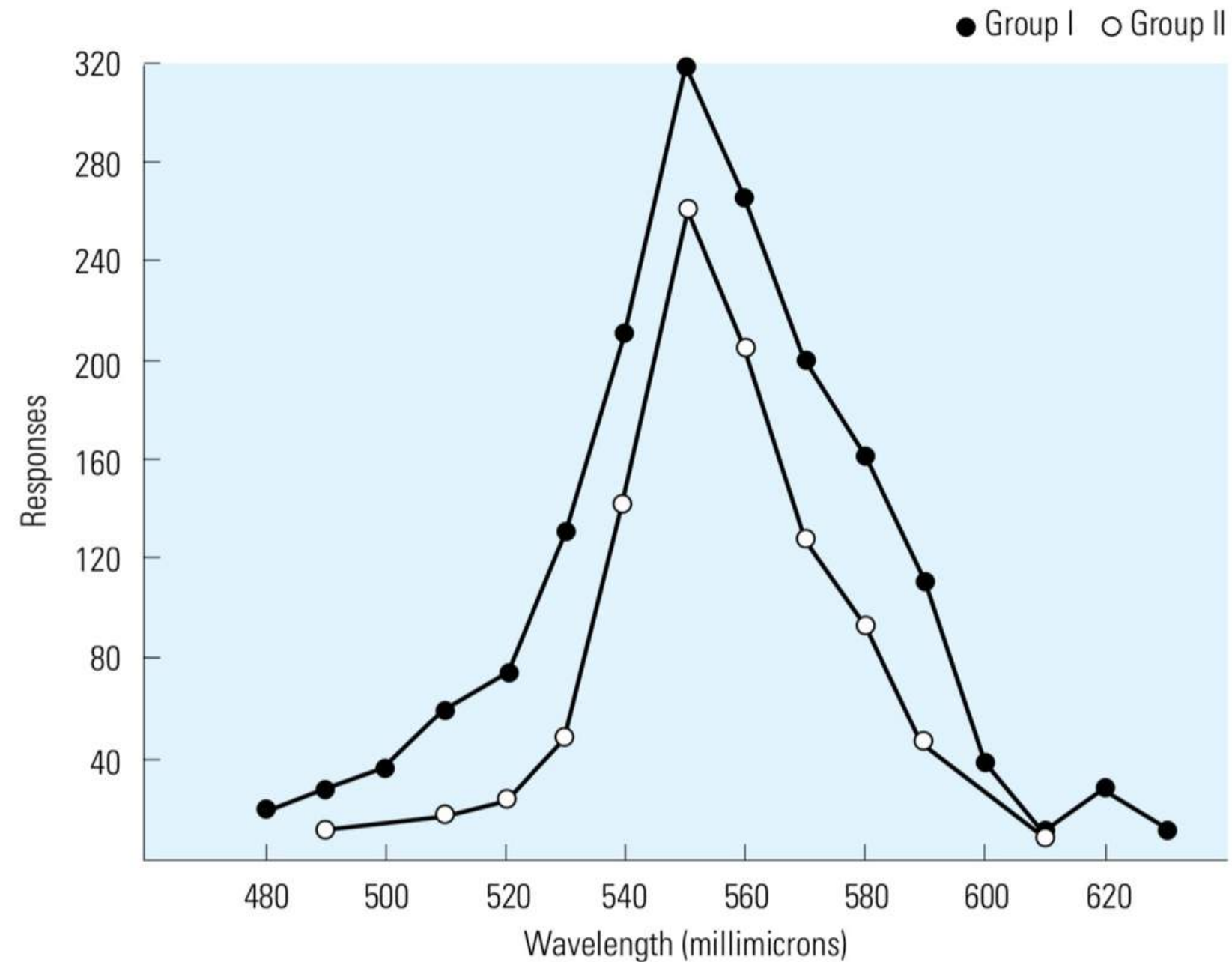
GENERALIZATION

- Generalization takes place when a behavior occurs in the presence of stimuli that are similar in some ways to the SD that was present during stimulus discrimination training (Stokes & Osnes, 1989).
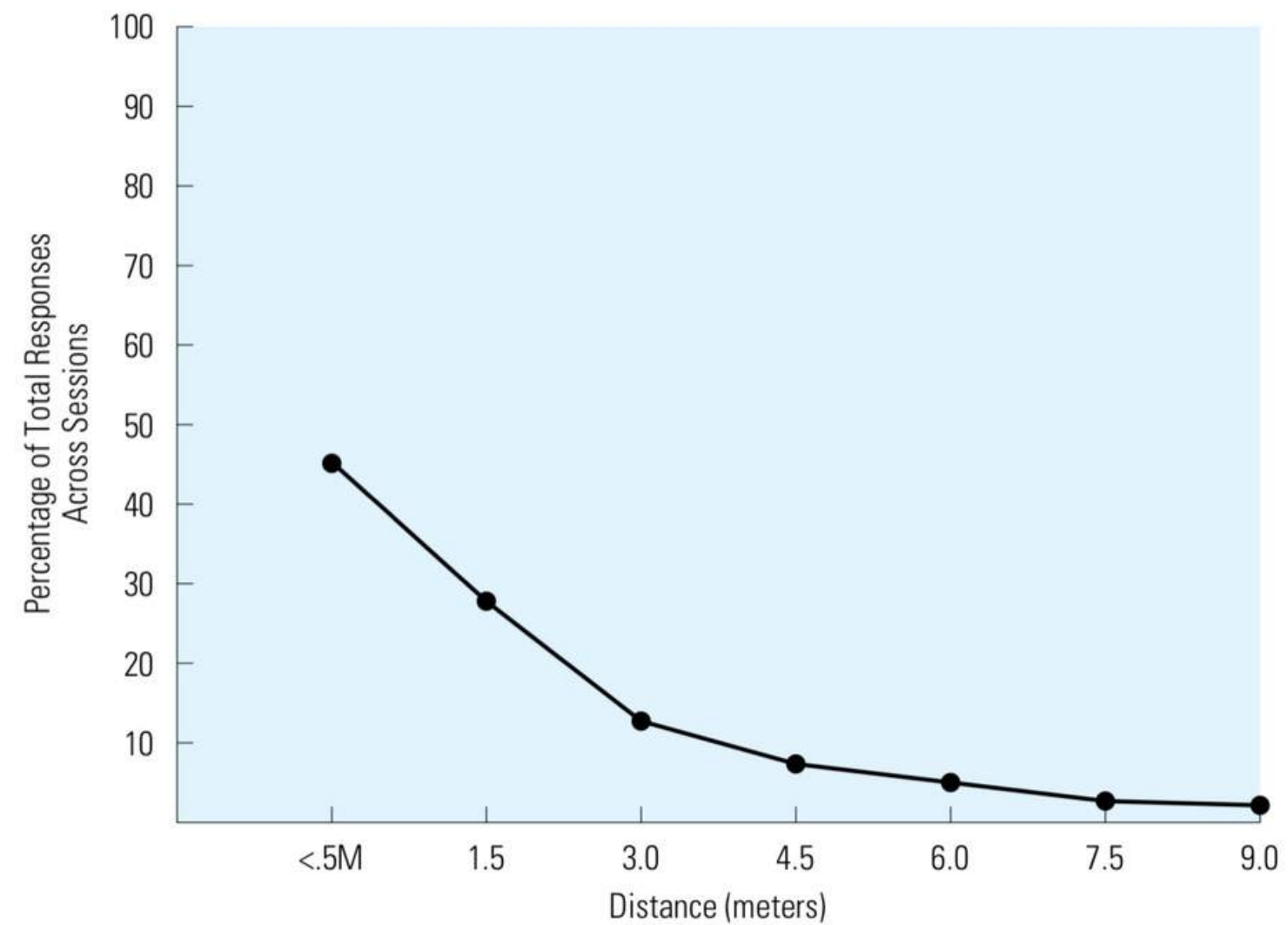
Generalization

FIGURE 7-1 This graph shows two stimulus generalization gradients in which pigeons' key-pecking was reinforced when a 550-millimicron light was illuminated (discriminative stimulus [S^D]). Subsequently, they pecked the key when similar wavelengths of light were presented. The more similar the light to the original S^D, the more likely the pigeons were to peck the key. (From Guttman, N., & Kalish, H. I. [1956]. Discriminability and stimulus generalization. *Journal of Experimental Psychology, 51,* 79–88. Reprinted by permission of the author's heir.)

Generalization

Stimulus Control: Discrimination and Generalization   153

Stimulus Generalization Gradient of Self-Injurious Behavior

FIGURE 7-2   The percentage of total responses across sessions at a given distance during generalization tests. (From Lalli, Mace, Livezey, & Kates [1998], by permission.)
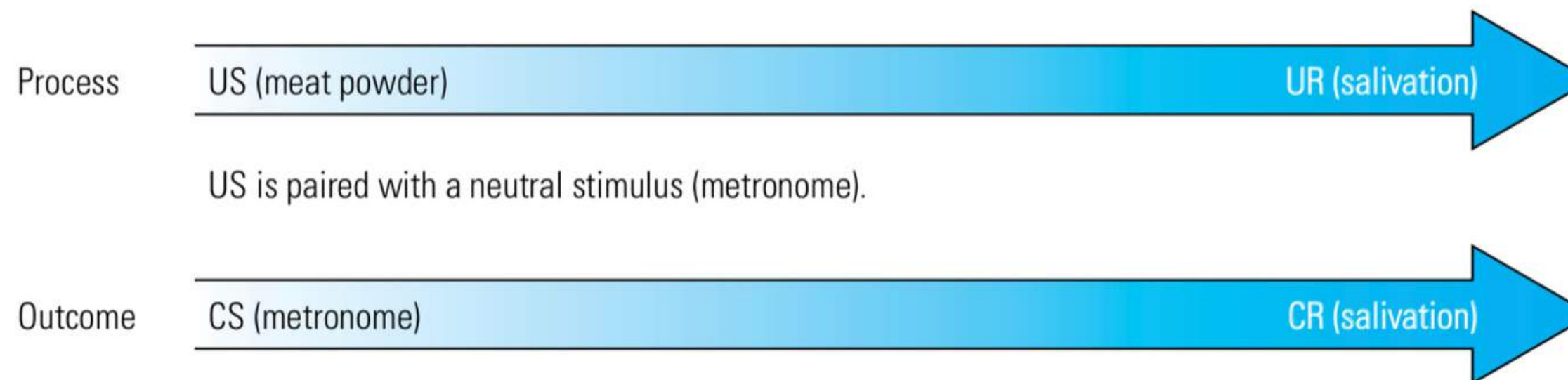
Respondent Conditioning

DEFINING RESPONDENT CONDITIONING

- Respondent conditioning is also called classical conditioning (Rachlin, 1976) or Pavlovian conditioning (Chance, 1988).

Respondent Conditioning

Process — US (meat powder) → UR (salivation)

US is paired with a neutral stimulus (metronome).

Outcome — CS (metronome) → CR (salivation)

Note that the process involves pairing the US and neutral stimulus a number of times.
The outcome of the pairings is that the neutral stimulus becomes a CS and elicits a CR.
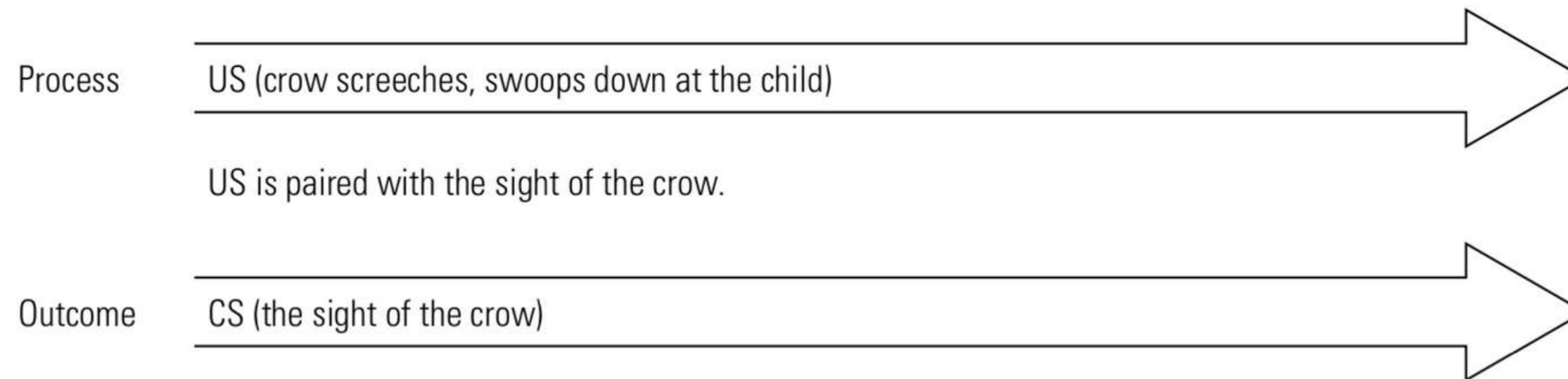
FACTORS THAT INFLUENCE RESPONDENT CONDITIONING

- The nature of the US and CS
- The temporal relationship between the CS and US
- Contingency between the CS and US
- The number of pairings
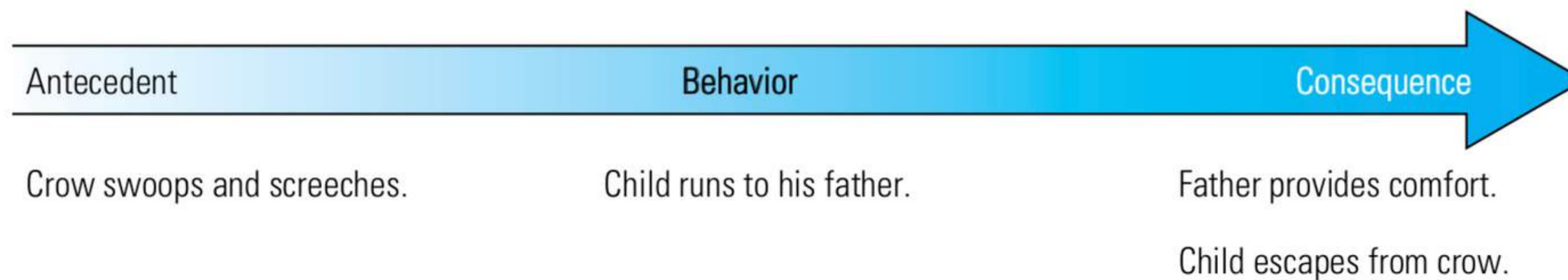- Previous exposure to the CS

DISTINGUISHING BETWEEN OPERANT AND RESPONDENT CONDITIONING

Respondent Conditioning

Process — US (crow screeches, swoops down at the child) →

US is paired with the sight of the crow.

Outcome — CS (the sight of the crow) →

Operant Conditioning

Antecedent — Behavior — Consequence →

Crow swoops and screeches. Child runs to his father. Father provides comfort.
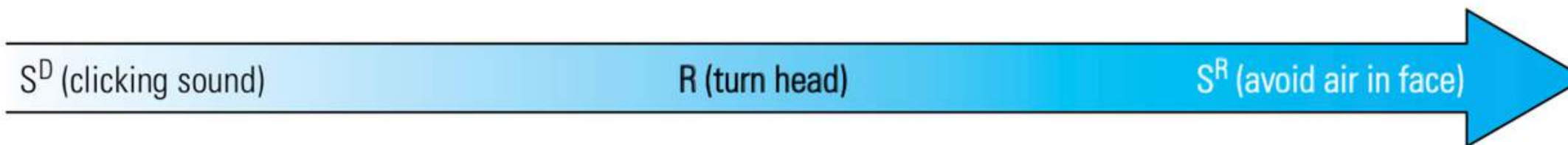
Child escapes from crow.

Outcome: Child is more likely to run to his father when he sees a crow in the backyard.

DISTINGUISHING BETWEEN OPERANT AND RESPONDENT CONDITIONING

Respondent Behavior

CS (clicking sound) $\longrightarrow$ CR (eyeblink)

Operant Behavior

S^D (clicking sound) $\quad\quad$ R (turn head) $\quad\quad$ S^R (avoid air in face) $\longrightarrow$

Referensi :

- Miltenberger, R.G. (2008). Behavior Modification Fourth Edition. California : Thomson Higher Education
- Modul Modifikasi Fakultas Psikologi Universitas Airlangga.