

How The DogSmith® ARRF & MTR Fit Into The Behavior Change

ARRF® Active Involvement **R**epetition **R**eward **F**inite Objective

MTR® Management, Training & Relationship



What comes before the behavior is generally referred to as the Antecedents for the behavior.

A's in Respondent Conditioning

With Respondent behaviors, aggression, fear, anxiety or phobias the behavior is elicited through a problematic stimulus. To resolve this problematic behavior you have to change the association with the problematic stimulus.

The conditioned stimulus elicits a conditioned response. Example A dog moving toward another dog is a conditioned stimulus for the dog to aggress, lunge. This is the conditioned response. This is a learned behavior. Consequences do play a role here but do not control the probability of the behavior happening.

Immediate Antecedent is the Conditioned Stimulus.

Distance Antecedents are

Setting events are general conditions that set the occasion for the behavior (but are not the immediate CS) They do not directly elicit the behavior but they provide a context in which the behavior is more likely to be elicited.

Motivating operations are stimuli that make the reinforcer involved more or less valuable, thereby also making the behavior more or less likely. Satiation and deprivation are good examples. With Respondent Conditioning, conditioned emotional responses act as motivating operations

A

A's In Operant Conditioning

Immediate Antecedents usually referred to as discriminative stimuli (SD), reliably evoke the behavior

Distance Antecedents are

Setting events are general conditions that set the occasion for the behavior (but are not the immediate SD) They might include medical conditions, nutrition issues or lack of exercise. Things that may make the behavior in question more likely to occur. They do not directly evoke the behavior but they provide a context in which the behavior is more likely to be evoked by the SD.

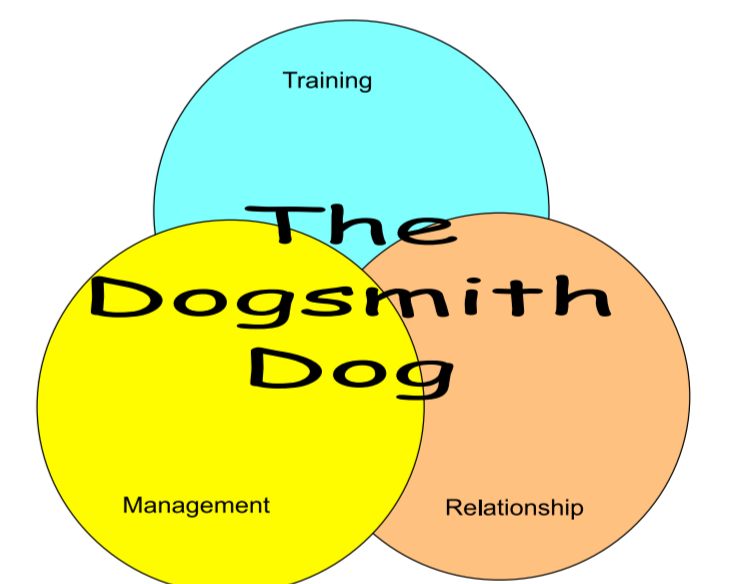
Motivating operations are stimuli that make the reinforcer involved more or less valuable, thereby also making the behavior more or less likely. Satiation and deprivation are good examples.

Behavior, OPERANTS can only be changed by manipulating and controlling the A's & C's

B

Respondent Behaviors – we manage the action prompting A's or change them so the problematic stimulus is changed (counter conditioned)

Operant Behaviors – we put behavior under the three term contingency S-R-S.



The behavior comes under cue control given a set of conditions

C

Anything that happens after the behavior is a postcedent. Those that have an effect on the behavior are referred to as consequences.

Behavior is the function of its Consequences

Operant Conditioning relies on the three-term contingency.

S-R-S, the antecedent stimulus, the response behavior and the consequence stimulus. Behavior is voluntary.

Given a set of conditions - the cue, if the behavior is performed then reinforcement or punishment is available

Respondent Conditioning

Respondent behaviors are also operants but cannot be prevented using operant conditioning. The consequences do play a role in the operant but unlike Operant Conditioning the consequences do not affect the likelihood or predictability of the behavior



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A

DogSmith Practices
The Doctrine
of Least
Aversive
Intervention

What comes before the behavior is generally referred to as the Antecedents for the behavior.

Proximate antecedents usually referred to as discriminative stimuli (SD), reliably evoke the behavior **Distant antecedents are commonly referred to as setting events and motivating operations.**

Setting events are general conditions that set the occasion for the behavior (but are not the immediate SD) They might include medical conditions, nutrition issues or lack of exercise. Things that may make the behavior in question more likely to occur. They do not directly evoke the behavior but they provide a context in which the behavior is more likely to be evoked by the SD.

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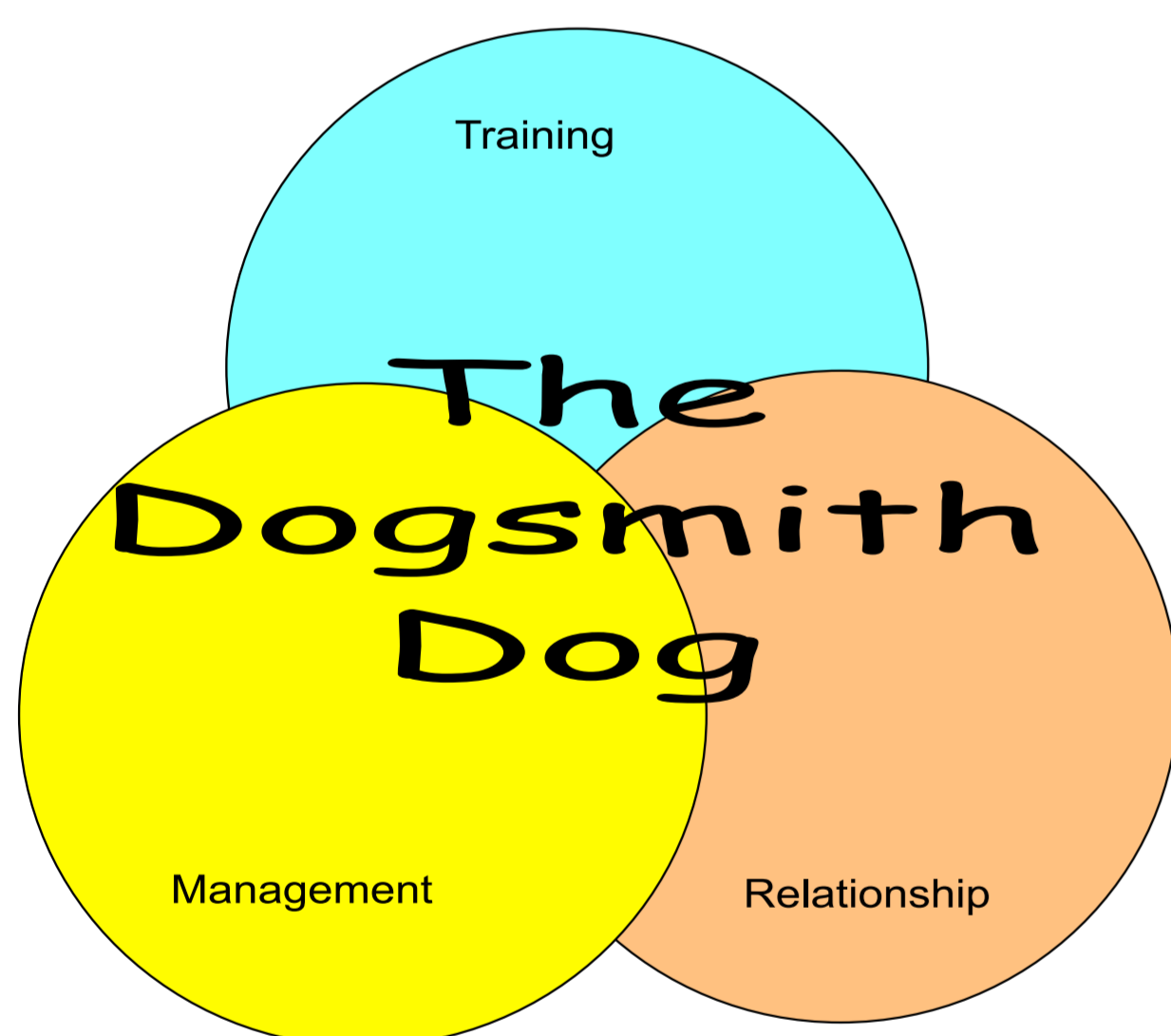
Respondent Conditioning - Respondent conditioning works on A's one stimulus reliably predicts another.

NS paired with a US creates a CS that evokes a CR. It does not matter what the animal is doing. Respondent conditioning involves involuntary reflexive behaviors. Respondent Conditioning explains reflexive behaviors. CER's are counter conditioned using respondent conditioning principles and systematic desensitization.



B

DogSmith MTR



Behavior is anything an individual or organism does that can be observed and measured. Learning is a change in behavior due to experience.

When changing a behavior you MUST develop a **Behavior Change Program Program based on a 95% confidence contingency statement that is the final product of a Functional Assesment.**

The behavior analytical approach systematically identifies the functional relationship the behavior has with the environment. When these relationships have been identified then efficient and effective solutions can be developed.

The behavior analytical approach is called a functional assessment, an objective systematic, efficient and effective strategy for explaining, describing and controlling behavior. **No guess work. No trial and error tactics.**

When **Teaching a New Behavior** you must

Use a criteria ladder.

Choose an appropriate reward.

Determine the dogs motivation.

Establish what the dog's current skill level is.

How will you get the behavior ?

Lure - Capture - Shape- Target

Train - Test - Train (sets of 5)

ARRF Philosophy

C

Training

Anything that happens after the behavior is a postcedent. Those that have an effect on the behavior are referred to as consequences.

Behavior is the function of its Consequences

(Operant conditioning)+ R - R + P - P

Operant Conditioning relies on the three-term contingency, S-R-S, the antecedent stimulus, the response behavior and the consequence stimulus. Behavior is voluntary.

Reinforcement

Criteria - what are we reinforcing?

Reinforcement Schedule, which type?

Differential Reinforcement, which one?

No reinforcement - Extinction.

Type of Reinforcement, primary or secondary?