

7 Dimensions Homework

PSYC 587

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1. Applied:

In the applied behavior analysis training, we need to address the social significance and importance to the clients or related people around them. The speech habit behavior training that mentions in the article shows essentiality in communication. Filled pauses will make speakers look unprepared and less knowledgeable about the topics on which they speak and diminish the credibility of their presentations (Bell, 2011; Henderson, 2007). Having a good speaking habit can show the confidence of an individual, and facilitate understanding.

2. Behavioral:

Behavioral means we should use have direct observation and measurable target behaviors in the therapy session. In the article, the target behavior is the frequency of the word “like”, “uh”, “um”, and tongue licks within every 15s interval recording. They are all measurable and can be observed objectively.

3. Analytic:

We need to utilize the scientific method, setting up a control group, so that the analysts can find out if the intervention is effective or not. The researchers compared the target behavior result of baseline (without treatment) and post-AT (with treatment).

4. Technological:

The technique that the practitioners used should be easy to follow and replicate; it should avoid complicated and arduous. In the article, the principal investigator (PI) used a systematic

and replicable method and rules to identify the target behaviors. For example, the PI only raised a hand when the participant could not detect their target behavior within 2s (Spieler & Miltenberger, 2017, p.42).

5. Conceptually Systematic:

The behavior intervention should come from the basic principles of behavior. In the article, awareness and competing response training which implied in the habit reversal session indicate the use of the basic principles of behavior. They analyzed the behavior, and use reinforcement to encourage good behavior. The competing response (raise hand) is an alert. Therefore, automatic reinforcement and shaping were utilized in this training.

6. Effective:

With awareness training, the participants were able to successfully improve their speech skill, especially after the “booster sessions”. According to the article, all four participants reported increased overall comfort and confidence in speech (p. 44).

7. Generality:

Generality shows in the “general probes” which is the final post-intervention assessment. It is also shown in the participants’ self-report after training.

To ensure the participant is improved, I suggest that the researchers can have a follow-up observation, in participants’ school work presentations or other formal circumstances of presentation.

Reference

Spieler, C., & Miltenberger, R. (2017). Using awareness training to decrease nervous habits during public speaking. *Journal of applied behavior analysis*, 50(1), 38-47.

Bell, R. L. (2011). Is your speech filled with um? 3 tips to eliminate filled pauses from your professional presentation. *Supervision*, 72, 10-13.

Henderson, J. (2007). *There's no such thing as public speaking: Making any presentation or speech as persuasive as a one-on-one conversation*. New York, NY: Prentice Hall Press.