Motivating Operations

Goals
- Define Motivating Operations (MO) and describe the 4 term contingency
- Learn about 2 types of MOs
- Distinguish between an MO and an SD
- Learn how motivating operations affect skill acquisition and problem behavior

Motivating Operation (MO)
1. An environmental event that temporarily alters the effectiveness of a reinforcer
2. Temporarily alters the frequency of a behavior that has been previously reinforced by that consequence

Remember: a reinforcer is some stimulus that follows a behavior, resulting in an increase of that behavior
- Behavior will increase if a reinforcer was effective
- Behavior will temporarily decrease if the reinforcer was not effective at that time due to an MO
- Example:
    - Clean up your toys → cookie = typically higher likelihood of cleaning up toys
    - However, if you just ate cake and ice cream at a birthday party, clean up your toys → cookie may or may not result in cleaned up toys
        - This is an example of an _____ at work.

MOs: satiation and deprivation
Satiation is the continued exposure or overexposure that makes the reinforcer _____ effective
- If that same reinforcer is provided repeatedly contingent on a behavior, it may decrease the effectiveness of the reinforcer and the item may no longer reinforce the targeted behavior
- Example:
    - Clean up your toys → cookie + cookie was eaten before request was made, _____ may have occurred

Deprivation makes a reinforcer more effective if provided contingent on a behavior, and therefore increases the likelihood of that behavior.
- Restricted or limited exposure to a reinforcer makes that reinforcer more effective
- This increases the frequency of that behavior

The 4-term contingency

- **A** antecedent (what comes before, including the Sd)
- **B** the behavior/response
- **C** consequence (what comes after)

3 term contingency
A---------B -------------C

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Now adding fourth component

4 term contingency

$$MO\text{--------}A\text{-----------}B\text{-------------------- } C$$

- **MO** an environmental variable (comes before the Sd)
- **A** antecedent (what comes before, including the Sd)
- **B** the behavior/response
- **C** consequence (what comes after)

An individual can really want something after being _____ of or _____ sick of something.

States of Satiation or Deprivation:

- Food: starving or _____
- Water: _____
- Sleep: exhausted or _____
- Activity: cooped up inside for weeks or _____
- Oxygen
- Sex

What else can affect the quality of a reinforcer and thus the frequency of behavior?
- Being too cold or too warm
- Pain
- Not being able to do or get something
- Improving the quality of something
- Unpleasant or aversive events

Two Types of MOs
1. *Establishing Operations (EOs)*
- Establishing operations _____ effectiveness of reinforcement and in turn ___ frequency of behavior. Being hungry/food deprivation = _____ effectiveness of food as reinforcement and increases frequency of behavior typically reinforced by food

2. *Abolishing Operations (AOs)*
- Abolishing operations _____ the effectiveness of reinforcement and in turn _____ frequency of behavior. Being full/satiation = _____ in the value of food and _____ behaviors that are typically reinforced by food

Motivating Operations (MOs) vs Discriminative Stimuli (Sds)

Similarities Between MOs and Sds:
- Both are antecedents
- Both evoke behavior

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Differences between MOs and Sds:
- MOs change the effectiveness of reinforcers. They temporarily make reinforcers more or less effective
- Sds signal the availability of a reinforcer. They signal whether reinforcement is available for a given behavior or not.

Both MOs and Sds _____ be present at the same time.

MO	Sd	Behavior	Consequence
Raining	Presence of umbrella	Use umbrella	Stays dry
Hungry	Teacher request	Answer questions	Eats chips

Skill Acquisition

Requesting items, toys, food, etc. (Mand)

EO	Sd	Behavior	Consequence
Hungry	Presence of mom	Says "apple"	Mom gives apple
Missing phone	Presence of coworker	Asks coworker to help locate phone	Finds phone

In the following examples, determine if there is an EO or AO in effect for the behavior (Circle one)

EO/AO	Cold outside	= put on coat to feel warm
EO/AO	Just ate big meal	= eat a sandwich
EO/AO	Dirty table	= wipe table
EO/AO	Cloudy and raining	= put on sunglasses
EO/AO	TV to loud	= volume lowered

Problem Behaviors:

- Behavior excesses are unwanted, unsafe, unhealthy, or disruptive behaviors
- MOs evoke problem behaviors just like they evoke skills and desired behavior
  - Skills: getting dressed, washing face, completing, chores, making a snack
  - Problem behaviors: hitting, screaming, crying, biting

Types of Establishing Operations for Problem Behaviors:
1. Deprivation of attention
2. Deprivation of preferred items/activities
3. Deprivation of sensory stimulation
4. Aversive or unpleasant situations

MO	Behavior	Makes Consequences more valuable
Deprivation of attention	Crying	Gets attention
Lack of activity	Flapping hands	Gets sensory stimulation
Deprivation of preferred item	_____	Gets items
_____	_____	Avoids Unpleasant Event

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EO	Sd	Behavior	Consequence
Teacher not attending to student	Sees teacher	Cries	Teacher gives attention
Favorite toy in use	Sees peer with tablet	Grabbing	Gets Device
Doesn't like touch	Aunt tries to hug	Drops and cries	Avoids touch
Bored waiting	Sees scab on arm	Scratches	Sensory Input

In the following examples, determine if there is an EO or AO in effect for the behavior (Circle one)

EO/AO	Lonely, no attention	= cry to get teacher attention
EO/AO	No tablet	= grabbed device to play
EO/AO	Busy playing	= sensory stimulation noises
EO/AO	Attention from teacher	= screaming loudly