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## MODULE 7 WORKSHEET

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BSED-PHYSICS

### 1. Observation

- a. Choose a place where you can observe adult-child interactions- such as a mall, in a church, at the playground, etc. Spend one hour observing such adult-child interactions. Focus your attention on the stimulus-response-consequences pattern you observe.
- b. Describe the consequences you observe. (It is better to write or scribble the details on the spot or as soon as you finish your observation).
  - The place that I have chosen where I can observe adult-child interactions is at the church. The stimulus had an easy instructions so that the response will eventually get what it talks about or what should really want to be happened.
- c. Answer this question.
  1. What kind of stimuli for children's and adult did you observe?
    - If the adult have an award or prize for the children who are attentive to them, the children will get motivated and do what the adults instructed. But if the punishment is at present the children will as well get behave.
  2. What kinds of behaviors on the part of children elicit reinforcement and punishment consequences from the adult?
    - None. The parent must consciously choose his or her reactions. It is never the fault or duty of the child to "elicit" anything. Parents should have stable, reliable rules, written out if possible, upon which the child can rely. That's not to say that a child shouldn't be reprimanded but to say that his or her present behavior should be met with constant, calm responses at every juncture.
  3. What kind of behaviors of adults are reinforces or punished by the children?
    - The adults will always remind the children to always behave and be attentive so that they will have special snacks and simple awards, if they don't listen they will have no food as a punishment.
  4. What kind of reinforcement and punishment seem to be the most "successful"?
    - Being consistent if a plus. So a quick spank. But this depends of the child's age. Then to be consistent and then to ALWAYS, EACH DAY, to praise your child and tell them over and over again, just that. To make them believe in their talents and gifting, but basically, because they are valued as a person and your child. You want the best always for your child or for any person for that matter. On another note here: If someone does something that

does not justify a good act, or attitude and they express this. say for instance, swearing or taking a temper tantrum. Saying something first and then totally ignoring that person, and not giving them attention for this negativity, they certain should learn then to get rid of this conduct. You want to pay attention to the positive, certainly to help deal with negative stuff, but something that is not justifiable should be ignored. Walk away from them. On the phone, do not call them, until, for whatever time it may take, they change and are respectful. Of course this is totally generalizing, as depends of the age, circumstances of a family etc.

5. Given this experience, what are your thought about operant conditioning? Do you think children reinforce and punish adult as adult reinforce and punish them? How might the two be interdependent?

- Operant conditioning encourages positive reinforcement, which can be applied in the classroom environment to get the good behavior you want and need from your pupils. Used in a variety of situations, operant conditioning has been found to be particularly effective in the classroom environment. I think the goal of the adult is to correct the children and unpleasant behaviors will diminish. Punishment is the presentation of an adverse event or outcome that causes a decrease in the behavior it follows. There are two kinds of punishment. In both of these cases, the behavior decreases. Spanking for misbehavior is an example of punishment by application.

2. Thorndike's connectionism

- Choose a topic you want to teach.
- Think of ways you can apply the three primary laws while you teach the topic.

Topic: Heat and Thermodynamics  
Grade 12

Grade year/level:

Primary law	How would I apply the primary law
Law of readiness	When board work and oral recitation about the topic, I should have to give the problem set or the question first and wait for them to volunteer or even wait for a few minutes to analyze the problem and solve it on the board.
Law of effect. Indicate specifically how you will use positive/negative reinforcements (rewards).	If the student got a highest score in the exam about heat and thermodynamics I should give him/her additional points for

	<p>studying it well. However, if my student have no answer at all eventually failing in the exam, I should have to give them another chance to get pass in the exam.</p>
<p>Law of exercise.</p>	<p>In creating an effective learning in my topic. I should have conduct an activities to entertain the students while learning. By having an interaction with students you can internalize the problem of the class. Thus, having problem solving exercises and entertaining activities learning will be at present.</p>

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