



**ASSESSOR GUIDE**

**CHCCSL005**

# Apply learning theories in counselling

## Assessment 2 of 2

Case Studies



## Assessment Instructions

### Task overview

This assessment task is divided into 16 questions. Read each question carefully before typing your response in the space provided.

### Additional resources and supporting documents

To complete this assessment, you will need:

- Learning resources



## Assessment Information

### Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.

### Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g., allowing additional time)
- the evidence gathering techniques (e.g., oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

## Question 1

Imagine that you are working with a client, George, who has sought counselling for anxiety issues. George has recently started a new job that involves meeting with his manager regularly. However, he finds himself feeling anxious and stressed whenever his manager asks for a meeting. George tells you that he was often criticised by his manager in his previous job. His ex-manager often pointed out issues in his performance, and George would worry that he was going to be dismissed during those meetings, despite meeting his targets. George recognises that his current manager is very respectful and has been making reasonable requests, so he is troubled by the stress and anxiety he experiences and is concerned that he is not able to perform well in front of his manager.

- a) Based on your understanding of classical conditioning, analyse George's situation, and identify the relevant stimuli and responses.

[Approximate word count: 20 - 25 words]

**Assessor instructions:** The student's response must demonstrate an ability to analyse a case study and apply stimulus and response concepts in counselling practice.

The correct answers are provided in the following table.

Terms	Identify the relevant stimuli/response
Unconditioned stimulus	"Criticism by the manager."
Unconditioned response	"Stress and anxiety."
Neutral stimulus	"Meeting with the manager."
Conditioned stimulus	"Meeting with the manager."
Conditioned response	"Stress and anxiety."

- b) What would you say to George to help him understand how his feelings of stress and anxiety can be explained by classical conditioning?

**Note:** You are not expected to use the actual classical conditioning terms such as conditioned, unconditioned, stimulus, response, and so on. However, you will be assessed on your ability to use your knowledge of classical conditioning to provide an appropriate counsellor response that is likely to help George understand how his issue has developed.

[Approximate word count: 100 - 120 words]

**Assessor instructions:** The student's response must demonstrate the ability to analyse a case and apply classical conditioning (stimulus-response) theory in counselling practice by providing a plausible and appropriate response to a client.

Responses need to reflect the content in the following sample answer.

Example response:

“George, sometimes we develop unhelpful responses towards a situation in life through what we have associated with a similar situation in the past. In your previous job, you got a lot of criticism from your manager during meetings, which caused you stress and anxiety. My guess is that, over time, meetings with a manager in themselves became associated with feeling stressed and anxious. So even though your current manager doesn't behave the way your previous manager did, that learned association means that you are continuing to feel stressed and anxious when you know you have a meeting with your manager coming up. Do you think that might be how this issue developed?”

- c) George wants to work on reducing the anxiety and stress associated with meeting his manager. Imagine you have had further training in systematic desensitisation and believe this could help George. Outline how you would use this technique in your work with George.

[Approximate word count: 100 – 150 words]

**Assessor instructions:** The student's response must accurately describe how systematic desensitisation could be used with George.

Student responses need to include references to the following points.

- Comprehensive assessment [gathering background information and exploring the development and specifics of the anxiety, including the circumstances under which it developed and under which the response appears].
- Training the client in relaxation strategies/progressive muscle relaxation [deep breathing accompanied by mental and physical relaxation strategies, including tensing and relaxing muscle groups throughout the body; clients deliberately draw their attention to the different experiences of tension and relaxation].
- Construction of an anxiety hierarchy [counsellor and client draw up a list of the client's feared situations, ranking them from least [e.g., assign number 0 to a situation where they will feel least or not fearful] to anxiety-provoking].
- Exposing the client to the stimuli in the hierarchy [client uses the relaxation technique; counsellor and client begin with the item [object or situation] at the bottom of the hierarchy; counsellor exposes the client to the object or situation, while the client continues using the relaxation technique until the item no longer triggers anxiety, at which point the counsellor and client move on to the next item on the hierarchy].

Example response:

“I will conduct a comprehensive assessment, gathering background information and exploring exactly how the anxiety developed. I will then teach George progressive muscle relaxation, where he breathes deeply while systematically tensing and relaxing muscle groups throughout his body. I will give him homework involving the daily practice of this. We will develop an anxiety hierarchy, from 0 to 100, where George lists the different situations relating to meeting with his manager where he would feel anxious, from least to most anxiety-producing. Then, as George practices progressive muscle relaxation, I will use visualisation and other imaginal techniques to expose George to the lowest level item on his hierarchy. When this no longer

evokes anxiety, we will move to the next item, and so one will do this repeatedly in multiple sessions until his response to actually having a meeting with his manager no longer produces anxiety.”

## Question 2

Imagine that you have undertaken further training in family and relationship counselling and are now working as a counsellor with couples, parents, and children.

Gina and Bruno are one of your client couples. They have come to counselling to help increase the intimacy in their relationship, having found themselves drifting apart over some time. As part of their homework, they agree to take a long stroll along the waterfront on Sunday, followed by dinner at the surf club restaurant. As they return home, they are to tell each other how they feel about the date.

**Gina:** Mmm...this has been a gloriously refreshing afternoon and evening. I'm so glad we're doing this kind of homework.

**Bruno:** Sure is. What a great way to end a beautiful day. It's good to see you happy, sweetheart. I'm going to take you out more often.

- a) For Bruno and Gina, hearing how much the other enjoyed their date is a:
- Positive reinforcer
  - Negative reinforcer
  - Both a positive and a negative reinforcer
  - Neither a positive nor a negative reinforcer

**The correct response: i. Positive reinforcer**

- b) Based on your understanding of operant conditioning, briefly explain why you chose your response to Question 2a.

[Approximate word count: 40 - 50 words]

**Assessor instructions:** The student's response must demonstrate an ability to analyse a case scenario and identify why the scenario describes positive reinforcement.

Student responses need to reflect the content provided in the following sample answer.

“Feelings of enjoyment and hearing the enjoyment of the other provided something enjoyable or pleasant that followed the evening together, which will make it more likely for the couple to spend evenings together in the future.”

- c) In another session, you notice that Gina often interrupts when Bruno speaks. After being interrupted a few times, Bruno seemed to lose interest and focus on the session. Applying what you have learnt about the principles of reinforcement, briefly describe how you might use negative reinforcement in hopes of creating an environment in which Bruno is more likely to speak up and stay focused in the session. Consider what the behaviour is that you want to encourage, the unpleasant stimulus that is currently interfering with this, and what you could do to deal with this interference.

[Approximate word count: 40 - 50 words]

**Assessor instructions:** The student's response must demonstrate the ability to apply negative reinforcement in counselling practice.

Student responses need to reflect the content provided in the following sample answer.

"I will discuss with Gina and Bruno upfront about not interrupting each other and actively monitor that during the session in order to reduce or stop Gina's interruptions (which are an unpleasant stimulus) so that Bruno is able to continue speaking without interruption and stay focused in the session."

### Question 3

Imagine you are working in the same role as in Question 2. You have recently started seeing a family of three: Theresa and David, parents, and their 13-year-old son, Adam.

- a) For the first few sessions, Adam seems reluctant to engage and doesn't speak up. Finally, in the fourth session, Adam spontaneously added to the discussion. What could you do to positively reinforce this behaviour?

[Approximate word count: 30 - 40 words]

**Assessor instructions:** The student's response must demonstrate the ability to apply positive reinforcement in counselling.

Student responses need to reflect the content provided in the following sample answer.

The response **must** indicate the presentation of a stimulus intended to strengthen this behaviour.

Example response:

"I could verbally encourage Adam by thanking him for his contribution and acknowledging what he has said or spoken about or smile at Adam and ask him to share more."

- b) Theresa and David tell you that they are frustrated about Adam not actively taking part in household chores such as washing dishes. When you ask them what methods they have used to encourage Adam to wash dishes, they tell you the first few times they ask, Adam refuses to do it, so they end up yelling at him until he complies. Adam confirms that he only washed the dishes so that his parents would not yell at him.

Consider the interactions between Adam and his parents and the outcome of Adam completing his part of the chores. Was Adam's behaviour of washing dishes strengthened through negative reinforcement or negative punishment? Explain your reasoning.

[Approximate word count: 40 - 50 words]

**Assessor instructions:** The student's response must demonstrate an understanding of key operant conditioning principles by identifying that the parents are using negative reinforcement and justifying this statement.

Student responses need to reflect the content provided in the following sample answer.

"Adam's dishwashing behaviour is strengthened through negative reinforcement because the consequence of him doing the dishes is the removal of his parents' yelling [removal of something unpleasant]. It is not punishment as punishment is administered to weaken a behaviour, not strengthen it."

- c) Describe one strategy based on positive reinforcement that Theresa and David could use to encourage Adam in washing dishes.

[Approximate word count: 40 - 50 words]

**Assessor instructions:** The student's response must demonstrate the ability to apply operant conditioning by devising one strategy for behavioural change based on positive reinforcement.

Student responses need to reflect the content provided in the following sample answer.

"Theresa and David can give Adam a reward each time he washes the dishes. For example, if Adam washed the dishes properly that day, he would get to be on his computer for an extra half hour before going to bed."

#### Question 4

Imagine that you are counselling a client who is having difficulty asserting his opinion at work. He has been overlooked for promotion as a result and would like to learn how to assert himself more. Describe one technique, based on social cognitive theory, that you could use to help this client.

[Approximate word count: 5 - 15 words]

**Assessor instructions:** The student's response must demonstrate an understanding of the applications of social cognitive theory in counselling.

Student responses need to include references to the following points.

- Modelling
- Demonstration
- Role-playing

## Question 5

Four-year-old Bobbie is in pre-school. All the children in his class live in the city.

A farmer visits the class once a month to introduce a different farm animal. During one visit, the farmer brought chickens.

Most of the children in Bobbie's class own pets and have had experiences with animal handling. However, not all the children responded the same way to the chickens' visit. Several of the children were happy to touch and even hold the chickens, while many were reluctant to approach them.

Bobbie, who recently saw his little brother get bitten by their pet bird, was scared by the chickens. Bobbie's friend, Julie, whose grandparents live on a farm, was not scared at all and tried to help Bobbie approach the chickens.

- a) Using Bandura's social cognitive theory, briefly explain why Bobbie and Julie had different reactions to the chickens.

[Approximate word count: 50 - 70 words]

**Assessor instructions:** The student's response must demonstrate the ability to analyse and explain the impact of social learning influences in different environments.

Student responses need to include references to the following points.

- According to social cognitive theory, Bobbie and Julie both learned how to respond to chickens through observational learning/modelling/vicarious reinforcement or punishment (i.e., watching others behave around birds).
- Bobbie observed the negative consequences of his brother's action (i.e., being bitten by their pet bird); hence he has learned (through vicarious punishment) to be fearful of birds.
- Julie would have observed her grandparents responding to chickens on the farm and learned that it is safe to approach a chicken.

Example response:

"According to Bandura's social cognitive theory, Bobbie and Julie each learned how to respond to chickens through observing others. For example, Bobbie might have learnt to be fearful of chickens from witnessing his brother's experience of being bitten, whereas Julie may have observed how her grandparents approach the chickens; hence she is not scared of the chickens."

- b) During the visit with the chickens, Bobbie watched several of his friends approach the chickens and pat them. They seemed to be having fun, and none were bitten. Identify and analyse the potential impact watching his friends may have on Bobbie.

[Approximate word count: 45 - 60 words]

**Assessor instructions:** The student's response must demonstrate the ability to identify and analyse the impact of modelling influences.

Student responses need to reflect the content provided in the following sample answer.



Responses will vary but should indicate that Bobbie is more likely to approach the chickens as a result of observing the other children's behaviour.

Example response:

"Observational/vicarious learning suggests that Bobbie does not need to have to have a good experience with the chickens himself in order to feel better about approaching them. By watching his friends have good experiences with the chickens, he may be vicariously reinforced to approach them himself."

### Question 6

Jennifer is three years old and lives with her mother and father. Jennifer's mother looks after Jennifer at home, while her father works a lot and often doesn't get home until after they are in bed. He also travels for work regularly, so sometimes they go many days at a time without seeing him.

- a) Who would be Jennifer's main source of social learning? Briefly explain your reasoning.

[Approximate word count: 30 – 50 words]

**Assessor instructions:** The student's response must demonstrate an understanding of the family as the earliest learning environment, with reference to Jennifer's mother as her main source of social learning.

Responses need to include references to the following points.

- As a young child, Jennifer spent most of her time at home with her mother, so her mother would be her main source of social learning.
- While her father is also a source of learning, he is likely to have less influence on Jennifer, considering he spends less time at home.

- b) Jennifer is now five and has started school. List two [2] of Jennifer's main sources of social learning, **each from a different microsystem**. Justify your responses.

[Approximate word count: 50 – 70 words]

**Assessor instructions:** The student's response must identify at least two main sources of social learning and provide appropriate reasoning for their response. The sources must be from different microsystems [e.g., home, peer group, school].

Responses need to include reference to at least two of the following:

- Parents or sibling [home]. Example response: "As a young child, parents are a major source of social learning. Jennifer may also learn behaviours from her sister, given that they spend a significant amount of time together."
- Peers [peer group]. Example response: "Now that Jennifer is in school, she would do much of their socialisation with peers at school and with whom she engages in activities. Her behaviours are likely to be influenced by the peer group she is in."

- Teachers [school]. Example response: “Teachers are important models for Jennifer in school and likely to teach Jennifer what behaviours are acceptable and what is expected from her in school.”

c) By the time Jennifer is in early adolescence, the relative influence of her family and peers on her social learning will have changed. Describe this change.

[Approximate word count: 60 - 70 words]

**Assessor instructions:** The student's response must refer to Jennifer's peers' increasing importance, thus demonstrating an understanding of peer influences in adolescence.

Student responses need to include references to the following points.

- Learning how to function within a peer group is one of the most significant accomplishments in a young person's life.
- Peers become increasingly important as children grow older, with adolescents particularly dependent on their peers for information, developing their sense of identity and support.
- Peer affiliations in the adolescent stage may mitigate or reduce family and parental influences.

d) Now consider Ben, who was born when Jennifer was eight. Describe how Ben's early social influences are different from those in Jennifer's early childhood.

[Approximate word count: 60 - 70 words]

**Assessor instructions:** The student's response must demonstrate an understanding of the impact of environmental influences and sequence of birth on social learning.

Student responses need to include references to the following points.

Responses should include reference to:

- Ben had not only his parents but also his older sister as a modelling/social influence.  
Example response: “As the younger sibling, Ben had both his parents and Jennifer as social learning influences. Once Jennifer went to school, Ben may have then had more time alone with his parents. Once Ben started school, he would probably have similar influences as Jennifer [parents, peers, teachers], except that Jennifer did not have the influence of an older sibling.”
- Other responses may also be accepted as long as the student demonstrates an analysis of different influences between siblings.

- e) When Jennifer was young, her family was under a lot of financial stress – her mother was a stay-at-home parent, and her father’s income was barely enough to support their daily expenses. Throughout Jennifer’s early and middle childhood, the family lived at or near the poverty line. Eventually, Jennifer’s father began working as a FIFO worker at a mining site. Whilst that meant Jennifer had less time to spend with her father, her family’s financial situation improved significantly. After two years, Jennifer’s father found a well-paying job in their town and was able to spend much more time with the family. Ben was born when Jennifer was 8 years old. Although the family had difficult financial circumstances while Ben was a baby, by the time he was a toddler, the family was in a much more stable financial position. Consider the likely impacts of the family’s financial situation on Jennifer and Ben and why the impacts are likely to be different for each of them.

[Approximate word count: 80 - 100 words]

**Assessor instructions:** The student’s response must demonstrate an understanding of the impact of strength and duration on influences from childhood.

Student responses need to include references to the following points.

- Negative effects of poverty or financial instability on children’s development and social learning vary depending on the timing and duration of such experiences, as well as other factors within themselves and their environments.
- Poverty can impact the health of a family and its members, with potentially long-lasting effects on children’s health, cognitive, and social-emotional outcomes, particularly when it is long-term.
- Jennifer is more likely to experience negative effects than Ben, given the length/intensity of her exposure.

### Question 7

Two nine-year-old boys, Sam and Joshua, watch five episodes of violent ‘cops and robbers’ TV programs each week. Answer the following questions taking into consideration the boys’ different family environments.

#### Sam and Joshua – Background Information

##### Sam’s family:

Sam lives in a family environment where there is good communication and understanding modelling by his parents. They do fun things together, his parents have high expectations but also provide a lot of support and encouragement, and they prioritise family time. They have dinner around the same table almost every night, and everyone gets asked to talk about their day. There is good family cohesion. Sam feels secure and is able to approach both his parents with any difficulties or worries. When there is conflict, issues are talked through, and emotional regulation is encouraged whenever someone in the family is angry or overwhelmed. When Sam is upset by something, he often talks to his parents, who help him process what is happening and decide what to do.

##### Joshua’s family:

Joshua lives in a family where his father drinks excessively and regularly verbally abuses Joshua and his mother. His father has also hit both Joshua and his mother on a number of occasions. Joshua’s mother

insists they eat together as a family because she is trying to create a healthy family environment, but Joshua finds the meals uncomfortable and tries to eat as quickly as possible to get away from his parents. Joshua's mother tries to be supportive of her son, but when he experiences difficulties, he usually tries to muddle through on his own rather than going to his parents for help – he doesn't trust his father, and he doesn't want to worry his mother.

- a) Taking the boys' different family environments into consideration, how might each boy's behaviour be influenced by watching violent television programs?

[Approximate word count: 20 - 40 words]

**Assessor instructions:** The student's response must demonstrate the ability to analyse different environmental influences and individual responses to similar stimuli.

Student responses need to include references to the following points.

- Student's responses will vary but should indicate that Sam is less likely than Joshua to learn aggressive behaviours. Other responses may only be accepted if appropriate justification is given.
- Students will need to apply content about dysfunctional family environments from their learning material and knowledge about learning and environmental influences gained throughout the unit.

- b) Based on what you have learned about social learning in family environments, provide reasoning for your answer to Question 7a).

[Approximate word count: 35 - 50 words]

**Assessor instructions:** The student's response must demonstrate the ability to analyse individual responses to similar stimuli and the effects of environmental differences.

Student responses need to include references to the following points.

- In Sam's family, good behaviour is reinforced. Hence Sam is less likely to engage in aggressive behaviours.
- Joshua is exposed to modelling of aggressive/anti-social/violent behaviours.
- Sam's parents help him regulate emotion, communicate appropriately, etc.

## Question 8

Imagine that you are a school counsellor who is working with 12-year-old Kevin. Kevin is regularly in trouble with teachers and the principal regarding bullying and aggressive behaviour toward some of his peers.

- a) Using Bandura's social cognitive theory, explain how Kevin may have learned this behaviour in his school environment.

[Approximate word count: 15 - 25 words]

**Assessor instructions:** The student's response must demonstrate an understanding of observational learning /modelling and the ability to apply the theory in explaining Kevin's behaviour.

Student responses need to include references to the following points.

- Observing peers performing aggressive behaviours.
- Observing peers being reinforced, such as getting what they want through bullying (i.e., vicarious reinforcement).

- b) Consider the interacting influences of social learning in Kevin's life. Explain how Kevin's school friends and peers might have reinforced the development of his aggressive behaviour.

[Approximate word count: 40 - 50 words]

**Assessor instructions:** The student's response must demonstrate an understanding of peer influence and peer reinforcement of behaviour. Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Kevin used aggressive tactics at school.
- Kevin was rejected by non-aggressive peers and only accepted by other aggressive peers.
- Kevin engages with those who accept his behaviour and engage in similar behaviour, thereby encouraging such behaviour further.
- Kevin's friends positively reinforce aggressive behaviour (e.g., praising him for bullying others).

- c) According to learning theory, Kevin has learned to behave aggressively, and so can 'unlearn' it or learn more positive behaviours. Describe one strategy you could use to help Kevin do this.

[Approximate word count: 40 - 50 words]

**Assessor instructions:** The student's response must demonstrate an understanding of the theoretical approach they have chosen and the ability to apply that theory in facilitating behavioural change.

**Marker note:** Students may also have researched specific techniques dealing with bullying. These should be assessed according to whether they are based on either conditioning or social learning theories/principles and concepts.

Student responses must refer to:

- Using reinforcement techniques in response to pro-social behaviour.
- Using punishment techniques in response to aggressive behaviour.
- Use modelling to demonstrate positive behaviours.
- Using skills training (for example, role playing) to help him learn more positive behaviours.

d) Develop a behaviour change program for Kevin integrating the theoretical approach: **Stimulus – response control techniques.**

**Assessor instructions:** Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Steps	Description of steps
<p><b>Step 1:</b> Operationalise the behaviour</p>	<p>[Approximate word count: 25 – 35 words] Fully detail all aspects of the behaviour. The student needs to note the following aspects of behaviour:</p> <ul style="list-style-type: none"> <li>• Kevin's specific thoughts as he behaves aggressively. For example, he may think "I've got to get one over on this guy or I'll seem weak".</li> <li>• The actual behaviour. For example, does he punch or shout?</li> <li>• His feelings as he behaves aggressively. For example, he may feel relieved or powerful.</li> <li>• Any physiological reactions. For example, his heart might be racing.</li> </ul>
<p><b>Step 2:</b> Functional analysis of behaviour</p>	<p>[Approximate word count: 30 – 50 words] Students must make reference to the ABC analysis of behaviour, for example:</p> <ul style="list-style-type: none"> <li>• What causes the behaviour?</li> <li>• What does he actually do when he is aggressive (shout/punch)?</li> <li>• What happens after the behaviour?</li> <li>• What are the consequences of his behaviour for him and for others?</li> </ul>
<p><b>Step 3:</b> Establish goals for behaviour change</p>	<p>[Approximate word count: 30 – 50 words] Establish what Kevin wants to achieve from the change program. For example, Kevin may want to be</p>

Steps	Description of steps
	able to remain calm when taunted by fellow pupil's friends.
<b>Step 4:</b> Agree on a program for behaviour change	<p>[Approximate word count: 15 – 30 words] Students must make reference to one stimulus and/or response control/s, for example:</p> <ul style="list-style-type: none"> <li>• What can Kevin do ahead of time to help him better deal with situations that might cause him to feel angry and aggressive? <b>[Stimulus control]</b> For example, learn assertive communication so he can express his needs while respecting others.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• What can Kevin do when he starts to feel angry to prevent an aggressive response? <b>[Response control]</b></li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• What can Kevin do when he starts to feel angry to prevent an aggressive response? <b>[Response control]</b> For example, breath control to help him calm down.</li> </ul>
<b>Step 5:</b> Monitor and record [Provide one [1] example for monitoring and one [1] example for recording]	<p>[Approximate word count: 25 – 30 words] The student must identify one way to monitor and one way to record.</p> <p>Kevin's behaviour can be <b>monitored</b> through one of these means:</p> <ul style="list-style-type: none"> <li>• <b>Counting or frequency mapping</b>, for example, Kevin could count the number of times he becomes aggressive during a week.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <b>Duration recording</b>, for example, Kevin could record how long he feels angry during each aggressive incident.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <b>Rating the behaviour on a scale</b>, for example, Kevin could rate on a scale of 1 to 10 the level of aggression he feels for each incident.</li> </ul> <p>Kevin's behaviour can be <b>recorded</b> by using:</p> <ul style="list-style-type: none"> <li>• <b>Narrative recording</b>, for example, via a journal or</li> <li>• Using a <b>voice recording</b>.</li> </ul>
<b>Step 6:</b> Rewards or sanctions	<p>[Approximate word count: 25 – 35 words] The student must make reference to either a reward or a sanction, for example,</p> <ul style="list-style-type: none"> <li>• <b>Reward</b> - Kevin can identify some pleasurable activity that he can allow himself to do when he meets his behaviour goal in a</li> </ul>

Steps	Description of steps
	<p>week, for example, going to the cinema with friends.</p> <p>or</p> <ul style="list-style-type: none"> <li>• <b>Sanction</b> – Kevin can restrict an activity that he enjoys, for example, he could lose 2 hrs playing video games if he doesn't achieve his goal.</li> </ul>
<p><b>Step 7:</b> Evaluation and modification</p>	<p>[Approximate word count: 15 – 20 words]</p> <p><b>Evaluation</b> – the change program can be evaluated weekly.</p> <p><b>Modification</b> – based on the evaluation each week, change the program if necessary.</p>

### Question 9

- a) Imagine that you are working as a behavioural counsellor. Mark has come to see you because he wants to reduce his fast-food intake and have a healthier diet. In the space provided, write three (3) questions that you could ask Mark to better understand the antecedents of his behaviour.

[Approximate word count: 40 - 50 words]

**Assessor instructions:** The student's response must demonstrate an understanding of appropriate questions to help determine antecedents to behaviour, as required in the development of a behaviour change program.

Student responses need to include references to the following points.

- What happened the last time you ate fast food?
- What happened while you were deciding what to eat/whether to eat fast food?
- What else is happening around this time?
- Can you describe what happens step by step?

- b) You learn that when Mark feels stressed at work, he resorts to fast food for comfort. His mates at work also get fast food for lunch regularly, and he doesn't want to miss out on this opportunity for social contact with his friends. He didn't recognise how often he was eating fast food until he found that he could not fit into a suit that he had bought six months ago to wear to his brother's wedding and realised that he had put on a substantial amount of weight. When he started thinking about it, he realised that he now eats fast food at least five times a week.

Complete the following table by identifying at least one relevant antecedent, behaviour, and consequence in Mark's case. Remember that consequences, in the context of understanding behaviour, are things that reinforce the problem behaviour (for example, putting on weight is a consequence of eating too much fast food, but it is not an appropriate response to the term 'consequence' in this context).



**Note:** Any consequence you identify must be an outcome that reinforces Mark's fast-food intake.

[Approximate word count: 40 - 50 words]

**Assessor instructions:** The student's response must demonstrate an ability to identify relevant aspects of behaviour and reinforcement as required in the development of a behaviour change program.

Term	Example in Mark's case
i. Antecedent	Example answers include: <ul style="list-style-type: none"><li>• Mark feels stressed at work.</li><li>• Mark's mates get fast food when they hang out during lunch.</li></ul>
ii. Behaviour	The student's response <b>must</b> refer to Mark's eating fast food.
iii. Positive Consequence	The student's response should make reference to the reduction in Mark's work stress and/or social pleasure of hanging out with his friends. <b>Marker notes:</b> Other responses may <b>only</b> be accepted if the consequence is both indicated by the scenario and would act as a reinforcer [for example, feeling socially accepted]. Students <b>must</b> be marked NYC if they refer to Mark putting on weight/being unable to fit into his suit.

### Question 10

Imagine that you are still working in the same role as in Question 9. Your client, Mark, has since consulted with his GP and worked with a dietician to develop a healthier eating plan. He has returned to you for more assistance in sticking to his goal – reducing his fast-food intake to once a week as part of his weight management program.

Complete the following table by outlining one strategy for each category you and Mark could use to help him achieve this behavioural change and how you would use it in Mark's case.

[Approximate word count: 80 – 100 words]

**Assessor instructions:** The student's response must demonstrate the ability to devise strategies for change.

Responses will vary, but strategies **must**:

- Be appropriate to Mark's goal.
- Be relevant to the category indicated.
- Clearly demonstrate how the strategy would be used in relation to Mark's specific circumstances/goal.

Example responses are provided in the following table.

Type of strategy	Strategy
a) Stimulus/response technique	<p>I would help Mark develop alternative ways of catching up with his friends so that he can avoid a situation associated with eating fast food. [Stimulus control.]</p> <p>I would train Mark in using relaxation strategies to deal with stress, to provide an alternative response he can use instead of going to fast food for comfort. [Response control.]</p> <p><b>Marker note:</b> Students only need present either a stimulus control technique <b>or</b> a response control technique.</p>
b) Reinforcement/punishment technique	<p>I would help Mark identify a reward for reaching his goal each week. For example, if he sticks to his eating plan all week, he goes to a movie on the weekend. [Reinforcement technique.]</p>
c) Demonstration/practice technique	<p>I would help Mark practice choosing healthier options when he joins his mates for fast food, such as taking a salad or wrap option.</p>

### Question 11

Imagine that you are working with a client, Timothy, who wants to change his sedentary lifestyle. Timothy's initial goal is to jog for 20 minutes three days a week. He has received medical clearance to do so but is struggling to make the change stick. At the moment, he is averaging one 20-minute jog per week. During the session, you assist Timothy with developing a behavioural change program designed to help him reach his goal.

- a) How can Timothy monitor his behaviour?

[Approximate word count: 20 - 30 words]

**Assessor instructions:** The student's response must refer to an appropriate method of monitoring Timothy's jogging.

Responses need to reflect the content in the following sample answer.

- "Timothy can use a notebook to record each day he goes for a 20-minute run."
- "Timothy can mark on a calendar, diary, or chart each day he jogs for 20 minutes."

- b) Using the monitoring method you identified in response to Question 11a], how could Timothy assess whether or not he has made progress a month later?

[Approximate word count: 20 - 30 words]

**Assessor instructions:** The student's response must make reference to an appropriate way to monitor progress relevant to the method identified in response to Question 11a].

Responses need to reflect the content in the following sample answer.

“Timothy can look back over his monitoring records in the last month to see if he has been jogging three days each week.”

- c) Based on your understanding of operant conditioning principles, provide one example of how Timothy could use reinforcement to help him to achieve his goal.

[Approximate word count: 10 - 50 words]

**Assessor instructions:** The student's response must demonstrate the ability to apply reinforcements to encourage behaviour change. Responses may refer to either positive or negative reinforcement.

Markers will need to use professional judgement to determine if the positive or negative reinforcement is applicable.

**Positive reinforcement:** Timothy could use positive reinforcement by rewarding himself with his favourite dessert if he has met his goal that week.

**Negative reinforcement:** Remove something unpleasant to increase desired behaviour.

For example, if Timothy hated washing his car by hand, then every time Timothy completes his weekly goal, he could give himself the week off from washing his car by hand, and maybe go to the carwash instead.

- d) Timothy has been in his behaviour change program for four weeks and has returned for a counselling session to review his progress. Here's a snapshot of Timothy's record in the following table. [✓ indicates a day on which he jogged for at least 20 minutes.]

**Timothy's Jogging Record**

Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Week 1		✓		✓		✓	
Week 2		✓			✓		
Week 3			✓		✓		
Week 4			✓				✓

Evaluate the data in the table and determine whether Timothy has been making progress by Week 4. Justify your assessment.

[Approximate word count: N/A]

**Assessor instructions:** The student's response must demonstrate the ability to analyse and evaluate data by making reference to Timothy not meeting his goal.

Student responses need to include references to the following points.

“Timothy is not achieving his goal of jogging three days per week because he only managed to jog three days a week on Week 1. However, jogging twice in weeks 2, 3, and 4 is an improvement from baseline.”

- e) During the session, Timothy tells you that he quickly feels bored after jogging for five minutes and does not feel like continuing afterwards. What could help Timothy overcome boredom and increase the likelihood of his keeping to his exercise plan?

[Approximate word count: 45 - 55 words]

**Assessor instructions:** The student's response must identify one strategy that is likely to address the issue identified and help Timothy achieve his goal.

Students' responses need to reflect the content in the following sample answers.

- He could associate jogging with something pleasurable, e.g., listening to his favourite music/podcasts while jogging.
- Invite a friend to jog together so that jogging is associated with pleasurable social interaction and the satisfaction of working together.
- Give himself a healthy reward every time he finishes a 20-minute jog.

## Question 12

For this question, refer to the case scenario of Vanya and Josh in your learning material as a guide.

Develop a behaviour change program for a different couple, Lloyd and Tamsyn, to use with their children in the following case scenario.

## Lloyd and Tamsyn – Background Information

Lloyd and Tamsyn have two children – Clair, aged eight, and Rupert, aged seven. Both parents have full-time jobs and busy lives. The whole family participates in sports, music lessons, and community engagements. Although there are some nagging, disputes, and angry words, the family is generally functional, and the members get along well. However, the children have been slacking off lately. A typical example of this is dropping their bags in the middle of the lounge room floor after coming home from school. Getting a ‘talking to’ from their parents hasn’t made a difference. Tamsyn and Lloyd are very frustrated and decide to consult a counsellor at the local youth and family centre for help.

- a) Imagine that you are the counsellor working with Tamsyn and Lloyd and that you are supporting them to develop a behaviour change program that they can implement with their children. Tamsyn and Lloyd tell you that their goal is for Clair and Rupert to be more responsible. Write down what you would ask Tamsyn and Lloyd to identify a particular behaviour they want to change.

[Approximate word count: 20 - 30 words]

**Assessor instructions:** The student’s response must demonstrate the ability to identify the change required to achieve identified outcomes.

Responses need to reflect the content in the following sample answer.

“When you say you want Claire and Rupert to be more responsible, can you provide an actual example of what that might look like?”

- b) Lloyd and Tamsyn agree that they would like to see Clair and Rupert take their school bags into their rooms immediately after getting home each afternoon by the end of term two. Based on your understanding of operant conditioning principles, write one [1] reward [reinforcement] and one [1] sanction [punishment] that Lloyd and Tamsyn could use to encourage Clair and Rupert to take their school bags into their rooms.

[Approximate word count: 50 - 60 words]

**Assessor instructions:** The student’s response must demonstrate the ability to formulate strategies for change and apply operant conditioning concepts to the case study.

Responses need to reflect the content in the following sample answer.

“Clair and Rupert will be praised immediately upon taking their bag into their room. When they have done it for five consecutive days, the child will be able to rent two computer games/movie of their choice. “If, after one reminder, the school bag is still left on the floor, the child will not have dessert that night.”

- c) Describe how Tamsyn and Lloyd can record and monitor the progress of behavioural change every week.

[Approximate word count: 40 – 50 words]

**Assessor instructions:** The student's response must demonstrate the ability to formulate a process for program monitoring and recording.

Responses need to reflect the content in the following sample answer.

“Tamsyn and Lloyd can use a chart with each children’s name on it to record a daily tally of the target behaviour [leaving the bag on the floor]. Each week they can monitor the progress and see if the children have taken their bags into their room for more days than the week before.”

- d) Using the information you have collected from Lloyd and Tamsyn and your responses to Questions 12b) and 12c), complete the following table from the perspective of Tamsyn and Lloyd.

[Approximate word count: a) 30 - 40 words; b) 25- 30 words; c) 70 – 85 words; d) 60 – 85 words; e) 25 – 30 words ]

**Assessor instructions:** The student's response must demonstrate the ability to formulate and record a program for change.

Responses need to reflect the content in the following sample answers.

BEHAVIOUR CHANGE PROGRAM PLAN (Self-management program)	
a)	<p><b>Step 1 – Establish Goal</b></p> <p>Our outcome goal is to have them take their school bags straight to their rooms each afternoon. This behaviour is to be achieved by the end of term two.</p>
b)	<p><b>Step 2 – Establish Baseline</b></p> <p>Tally: A daily tally of the target behaviour [leaving the bag on the floor] will be recorded on a chart next to each child's name.</p>
c)	<p><b>Step 3 – Implement and Record Program for Change</b></p> <ul style="list-style-type: none"> <li>• The program will be explained to the children. They will be informed that no nagging will occur, and only one reminder will be given. They will also be told that no debating will occur over rewards or sanctions.</li> <li>• The program will be implemented on the first day of school in Term 2.</li> <li>• The daily tally recording will continue, and the rewards and sanctions issued to the children will also be recorded on the chart.</li> <li>• The children's behaviour will be recorded on a daily basis.</li> </ul>

## BEHAVIOUR CHANGE PROGRAM PLAN (Self-management program)

### d) Step 4 – Rewards and Sanctions

#### *i. Rewards*

- On taking the school bag to her/his room, Tamsyn will immediately congratulate the child, and the child will then get to choose a one-off treat (e.g., pizza for dinner).
- The first time the school bag is taken to her/his room for five consecutive days, the child will be able to rent two computer games/movies of their choice.

#### *ii. Sanction*

- After one reminder, if the school bag remains on the floor, then the child will miss out on dessert that night.

### e) Step 5 – Evaluation and Modification

The program will be reviewed at the end of each week. Adjustments will be made to the program after consultation with our counsellor.

## Question 13

Imagine that you are working with Abraham, who wants to reduce his smoking. Abraham grew up in a household of smokers, and since he was young, he has seen his father and grandfather smoke daily. When he became a teenager, he was introduced to cigarettes by one of his friends and started using them occasionally. He is now working, and several of the co-workers like to smoke.

- a) Based on what you know about observational learning, explain Abraham's development of smoking as a habit.

(Approximate word count: 20 - 30 words)

**Assessor instructions:** The student's response must demonstrate the ability to identify and analyse the impact of modelling influences within the client's environment.

Responses need to include references to the following points.

- Abraham grew up seeing his father and grandfather smoke, modelling smoking behaviour.
- Abraham's peer modelled and encouraged his smoking behaviour.
- Abraham's co-workers' model and reinforce his smoking behaviour

- b) During counselling, you help Abraham formulate a program to reduce his smoking behaviour. His goal is to reduce from 10 cigarettes per day to five cigarettes a day in four weeks. Here's Abraham's diary:

## Abraham's Diary

### Number of cigarettes smoked each day

Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Week 1	10	10	10	10	10	8	8
Week 2	8	6	8	7	9	5	5
Week 3	8	7	6	9	7	5	5
Week 4	7	7	6	6	7	5	5

Analyse the data in Abraham's diary and determine whether Abraham is making positive progress towards his goal. In your response, identify one trend that you have observed relating to workdays as compared to weekends and consider what social influences could be impacting this.

[Approximate word count: 50 - 60 words]

**Assessor instructions:** The student's response must demonstrate the ability to analyse and evaluate data, with reference to whether Abraham is making positive progress and the trend relating to workdays compared to weekends.

Responses need to include references to the following points.

- Overall positive progress.
- Abraham is meeting his goal.

It is anticipated that students will identify that Abraham smokes less on the weekends than on workdays; this could be influenced by not being around his workmates who smoke. Other appropriate responses should be accepted, provided that the student has accurately identified a trend and a potential social influence related to it.

- c) Abraham says he has a few colleagues he used to go on smoking breaks with. He finds that he craves a smoke whenever he spends time with them, even when they are not smoking in front of him. Using classical conditioning, explain Abraham's craving for a cigarette when he spends time with these colleagues.

[Approximate word count: 100 - 120 words]

**Assessor instructions:** The student's response must demonstrate the ability to apply stimulus-response theory by indicating that Abraham has learned to associate these colleagues with smoking, resulting in his craving to smoke when he spends time with them.



Classical conditioning uses associations to create learning experiences.

Abraham has got into the habit of smoking whenever he is with his friends, thus he has created an association between the behaviour of smoking with the activity of being with his friends, so that even if his friends are not smoking, he still feels the desire to smoke because of the link his mind has created between smoking and being with those friends.

To change his behaviour, he needs to look for other ways to satisfy his need for social connection that does not involve smoking with his friends. He could look for activities they could do together other than smoking to break the association he has learnt.

- d) Considering the interacting influences in Abraham's environment and their potential impacts on Abraham's smoking behaviour, you and Abraham jointly agree that he needs to learn how to say 'no' to his colleagues whenever they invite him to go on a smoking break. Describe the steps you would take to help Abraham learn assertive communication skills that he can use in such situations based on your concepts from Vygotsky's sociocultural theory.

[Approximate word count: 65 - 80 words]

**Assessor instructions:** The student's response must demonstrate the ability to integrate concepts from sociocultural theory in facilitating behaviour change.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

- Teach Abraham how to communicate assertively.
- Guide Abraham through practice during the session.
- Encourage Abraham to practice skills at home.
- Role-play the context in which Abraham will need to use these skills.

Example response:

"I would help Abraham by modelling different ways of saying 'no' politely. I would then help him role-play saying 'no' – first by role-playing him while he played his friends and asked me to come for a smoke, then by role-playing his friends while he practised saying no. I would give him guidance to help him develop his ability to perform this skill until he became competent in it."

## Question 14

Imagine that you are working as a counsellor. Your new client is gambling more than they would like. During supervision, you tell your supervisor you do not think you know enough about this issue to work with this client. Your supervisor encourages you to research this topic and develop your understanding, particularly in relation to how gambling can be learned (for example, reinforced, modelled) and/or how people with gambling problems can learn to change their behaviour.

Conduct your own research and identify one appropriate article that you could use to help you develop your knowledge in this area. You will need to include the:

- title of the article
- author/s
- year of publication
- webpage address or link to a website that hosts the article.

**Note:** An appropriate article is one that appears in an academic, peer-reviewed journal. If you are unsure about whether the journal is peer-reviewed, enter the name of the journal and “peer review” into an online search engine; you should be able to find out from there whether it is peer-reviewed. If you cannot find a site that clearly states that the journal is peer-reviewed, assume that it is not.

[Approximate word count: 80 – 100 words]

**Assessor instructions:** The student's response must demonstrate the ability to source and access appropriate articles for developing their understanding of learning theories and/or their applications relevant to counselling.

Responses will vary. However, the student's response must include the name of the article, author/s of the article, year of publication, and a link.

Markers will need to use professional judgment to determine if the article is considered relevant or likely to improve a counsellor's understanding in relation to how gambling can be learned and/or how this behaviour can be changed.

Name of article	
Author/s	
Year of publication	
Webpage address/link to the article	

### Question 15

Imagine that you are a counsellor working with Sarah, who has a 5-year-old son. Sarah sought counselling for support in parenting, praising and disciplining her son. During one counselling session, you and Sarah discussed the pros and cons of using praise on children. You want to learn more about this topic to aid your work with Sarah.

Upon an internet search, you found an article named *Five Reasons to Stop Saying "Good Job!"*. This article is included as Reading J in your learning material. Read this article before answering the following questions.

- a) What learning principle is the author referring to in Reading J?
- I. Modelling
  - II. Negative reinforcement
  - III. Positive reinforcement
  - IV. Classical conditioning

**Correct response: III. Positive reinforcement**

b) In one or two sentences, summarise the key messages from the author of Reading J.

[Approximate word count: 40 - 50 words]

**Assessor instructions:** The student's response must demonstrate the ability to read and interpret information, including identifying key points.

Responses need to reflect the content in the following sample answer.

"The author proposes that praising is not necessarily beneficial to children for three reasons. Praise is used by parents to reinforce behaviours that parents favour, it creates a dependence on praise from others, and it communicates judgement."

c) You decide to find out more about who the author is as part of critically evaluating the quality of this article in Reading J. Upon searching, you find that the article is written by an author who is a popular writer and speaker on topics relevant to human behaviour, education and parenting. He has also written books and conducted seminars and workshops on these topics. This article has material that is also covered in two of his books: *Punished by Rewards* and *Unconditional Parenting*.

As you reflect on the article, consider the questions in the following table, and record your findings.

**Assessor instructions:** The student's response must demonstrate the ability to read, interpret, critically evaluate, and document information by answering the following questions. The question requires students to apply knowledge of their learning material.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

Questions on Reading J	Answers
i. When was it written?	[Approximate word count: 1 word] 2001
ii. Is it appropriately referenced?	[Approximate word count: 25 – 30 words] This article is not appropriately referenced. There are no references provided. There are two studies mentioned, but no details about them that I can check.
iii. Is this a primary or secondary source?	[Approximate word count: 15 – 20 words] It does not report on the author's research, so it is a secondary source.

Questions on Reading J	Answers
iv. Are there signs of bias?	<p>[Approximate word count: 65 – 70 words]</p> <p>Considering the author's background, it looks like the author has relevant experience and a reputation as an educator in the field. However, there can be potential bias as he may have a vested interest in the book sales and the seminar and conference he runs. He might also be biased because he prefers his ideas, so he doesn't want to consider other perspectives.</p>

d) Based on your findings, do you think this article is a credible, professional source of good quality information? Is it likely to be useful in guiding your work with Sarah? Explain your reasoning.

[Approximate word count: 50 – 70 words]

**Assessor instructions:** The student's response must demonstrate the ability to critically evaluate and determine the usefulness of publications in relation to their counselling.

Students are expected to identify that this article is not of appropriate quality to guide their practice.

Student responses need to reflect the content in the following sample answer.

- The article is about understanding the pros and cons of using praises, which is relevant to what the counsellor is discussing with Sarah.
- The article was written in 2001, so the information is very likely outdated, and more research will be required to determine if the information is still valid.
- The article offers a view skewed towards the cons of using praises – which could potentially be bias.

## Question 16

Imagine that you have found the following articles when researching learning theories.

### Learning Theories Articles

- A Reward-Based Parent-Training Intervention for a Child with Avoidant/Restrictive Food Intake Disorder.
- Cognitive Behavioural Therapy in the Treatment of Social Phobia.
- Contextual Social-Cognitive Model of Angry Aggression.
- Family Violence, Trauma and Social Learning Theory.
- Practical Applications of Classical Conditioning: Treating Phobias

You are going to add these to your extensive collection of professional articles and want to make sure you know where to find them.

Describe how you would organise them so that you can easily find information about a particular issue or topic in the future. What storage/organisation system would you use, and how would you categorise them?

[Approximate word count: 100 – 140 words]

**Assessor instructions:** The student's response must demonstrate the ability to document and organise information [e.g., by client issue, topic, learning theory] to support current and future practice.

Wording may differ, but appropriate answers must reflect the themes and characteristics of the following examples.

For electronic files – label the overarching folder 'Research', or something similar. Inside this, they will have sub-folders, and those might also have sub-folders. You might organise and store them in an electronic file labelled 'Learning theories'. Within these, you might have further files with names specifying the most relevant topic, for example: social cognitive theory).

A good tip is to think about how you might look for a particular article – are you more likely to search by the author, the issue, or the name of the theory, for example – to help you create a useful storage and labelling system.

If you keep hard copies of resources, you might use a filing cabinet with folders for topic areas in alphabetical order, or collect resources on the same topics in hard-cover folders arranged along with books on a book shelf.

**Assessment checklist:**

Students must have completed all questions/activities within this assessment before submitting. This includes:

1	16 questions to be completed in the format requested	<input type="checkbox"/>
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**Congratulations, you have reached the end of Assessment 2!**

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