University of Baghdad

College Name	Education College for Women
Department	Educational Psychology
Full Name as written in Passport	Jameelah Raheem Abed
e-mail	Jamela222@gmali.com
Career	◯ **Assistant Lecturer** ⬤ **Lecturer** ◯ **Assistant Professor** ◯ **Professor**
	◯ Master ⬤ PhD
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Differential Reinforcement of Incompatible Behavior and Low Rates in Analytical Thinking Development for Students

Thinking is a mental Process With importance in man's life through which he develops himself socially . Besides, he overcomes the obstacles that stands i8n the way of his development in different aspect . thinking has great importance in teaching and educational field . It is essential for any kind of learning and ils is skills move through the study materials. Then , relationship are made between facing situation experience (problems) by comparing between that pace students in the other side . Ituman learning is signaled by the mental knowledge behavior which is achieved by analysis , structures , comparison, and Andover generalization. Most of the problems that face them , tales why , we need thinking excluding a plotting hypotheses information gathering and finding appropriate solutions . The present study aims at

A – Is there any difference between the analytical thinking occurance of percentage before the use of differential reinforcement of incompatible behavior and the end of its application on each at the first-second, third , and forth member of a sample .

B- Is there any differences between the Analytical thinking occurrence before the use differential reinforcement of Low   Rates after the application stays on each at fifth , sixth ,seventh and eighth member of sample .

C- Examining which of the two ways has more effect on analytical thinking development for the tested members .

This can be achieved through answering the following question . Are there

differences between the mean of analytical thinking degrees before applying deferential reinforcement strategy of incompatible behavior and Low Rates and after it ?

To achieve this aim , a program for analytical thinking development has been constructed to be applied on tested member . it is based on the following : Reinforcement of compatible behavior the aim behavior while performing the acceptable behavior .

*Calculus Enforcement of Differential
Reinforcement of Low Rates :
it decrease unacceptable behavior through enforcing . to achieve these aims, the researcher Low Rates Pouts a group of situations which go along with training meeting subjects. The adapted strategies played a vital role in carrying out the training program in each meeting ad as follows
first :
Meeting topic (assigning meeting topic which is to be considered a problem).

Second : assigning the aim of the meeting on its date .
Third : what the meeting consists of its this includes:
1 – The opening to get into the meeting subject matter in a simple language with clear phrases related to the topic in an attempt to conclude a questions asked to each member of the tested . It is to be made clear by putting it as steps on the board to develop analytical thinking it facing school situations they usually face.
2 - Assigning situations and using analytical thinking step.
3 – Applying reinforcement ways on each member of differential compatible behavior and of Low pates is as follows :
A – compatible behavior : each tested member has lederhosen this enforcement when adapting an typical thinking instead of parroting and memorization without understanding .
B – Low Rates : each tested member undergoes two enforcement when unacceptable behavior decreases the research strategy based on devoted of one person the sample is not limited to apply his study on group of persons if he would like to. Data analysis based on one – person level. It is found that research design based on one member is the most appropriate one for the present study , for the following reasons :
1 – Limited number of the sample memb .
2 – Difficulty of equality when using more than one group related to self – changes of sample members and other changes related to family and school at mospheres.
The programs includes . 18 training meeting . The programs is carried out through (4) meeting per week. Tow for each way (Sunday and Wednesday)and for nine week through which tested members are trained to use steps of analytical thinking through .
2 – meeting a day , one meeting for each way . meeting lasts for (40) minutes .
Programs application steps are set to achieve the analytical thinking development . After choosing tested members and assigning the experimental

design, the researcher arranged a spical class for accomplishing the programs. The actual application of the program started on19 – 3 – 2007 and finished as 16- 5 – 2007 . The researcher has statistical means for treating research data test of one sample , The percentage for finding repetition of answers the tested , Correlation coefficient , for finding correlation relation between item degrees and the total degree Spearman's – Browns equation to correct stability coefficient, Alpha – Crumbing equation to correct degree of the test stability . The researcher concluded that it possible of in compatible behavior and Low Rates especially by the second process . The study recoends the following :

1 – Training primary school teachers to analytical thinking instead of parroting without understanding .

2 – Training teachers to use strategies of modifying behaviors to develop types of thinking . This applies to all different stages not only to fifth stage .

 3 – Making use of the programs including differential and the use of by teachers when student , depending on memorization .

4 – Establishing a class for training teachers who prefer to modify pupils' behavior based on memorization.