

<b>Table 1: Example taxonomy of potential kernels</b>			
<b>Kernel Example</b>	<b>Description</b>	<b>Behaviors Affected</b>	<b>Evidence</b>
<i>Kernels Altering Consequences for Behavior</i>			
<i>Kernels increasing frequency of behavior</i>			
Verbal praise	Person or group receives spoken (or signed) recognition for engagement in target acts, which may be descriptive or simple acknowledgements	Cooperation, social competence, academic engagement/achievement, positive parent-child interactions, positive marital relations, better sales; reduced disruptive or aggressive behavior; reduced DSM-IV symptoms	Leblanc, Ricciardi, & Luiselli, 2005; Lowe & McLaughlin, 1974; Marchant & Young, 2001; Marchant, Young, & West, 2004; Martens, Hiralall, & Bradley, 1997; Matheson & Shriver, 2005; Robinson & Robinson, 1979; Scott, Spender, Doolan, Jacobs, & Aspland, 2001
Peer-to-peer written praise: “Tootle” notes, compliments books/ praise notes	A pad or display of decorative notes is posted on a wall, read aloud, or placed in a photo album where peers praise behaviors	Social competence, academic achievement, work performance, violence, aggression, physical health, vandalism	Cabello & Terrell, 1994; Embry et al., 1996; Farber & Mayer, 1972; Heap & Emerson, 1989; Mayer et al., 1983; 1993; Skinner et al., 2000
Beat the timer or beat the buzzer	Reduced time set to complete a task, with access to reward or recognition if task successfully completed before time interval	Parent-child interactions, compliance, physical abuse, child aggression, ADHD, work completion, academic accuracy	Adams & Drabman, 1995; Ball & Irwin, 1976; Drabman & Creedon, 1979; Hudson et al., 1985; Luiselli & Greenidge, 1982; McGrath et al., 1987; Wolfe et al., 1981; Wurtele & Drabman, 1984
Mystery motivators/ grab bag/prize bowl/ game of life	Person draws variable prize of higher and lower values for engaging in targeted behavior	Conduct disorders, oppositional defiance, ADHD, substance abuse, work performance	De Martini-Scully, 2000; Madaus, Kehle et al., 2003; Madaus et al., 2003; Moore et al., 1994; Petry et al., 2000; Petry et al., 2001; Petry et al., 2005; Petry & Simcic, 2002; Petry et al., 2004; Petry et al., 2001; Robinson & Sheridan, 2000
Public posting (graphing) of feedback of a targeted behavior	Results or products of activity posted for all, which may be scores of individuals, teams or simply display of work product for all to see.	Speeding, academic achievement, conservation, donations, community participation, injury control	Parsons, 1982; 1992; Jackson & Mathews, 1995; Whyte et al., 1983; Ragnarsson & Bjoergvinsson, 1991; Nordstrom et al., 1990; Van Houen & Nau, 1981; Nicol & Hantaula, 2001

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Principal lottery	Tokens or symbolic rewards for positive behavior result in random rewards from status person (e.g., principal, authority figures) such as positive phone calls home	Academic achievement, disruptive behavior, aggression	Thorpe, Darch, & Drecktrah, 1978; Thorpe, Drecktrah, & Darch, 1979
Safety or performance lottery	Tokens or reward tickets given for observed safety or performance behavior, then entered into lottery	Safety behaviors, accident reduction, improved sales or work performance	Geller, Johnson, & Pelton, 1982; Putnam, Handler, Ramirez-Platt, & Luiselli, 2003; Roberts & Fanurik, 1986; Saari & Latham, 1982
Contingent music	Music played or stopped in real time, based on observed behavior of the individual or group.	Increased weight gain of babies, improved baby development possibly, work performance, academic achievement, attention and focus (ADHD symptoms down); reduced aggression	Allen & Bryant, 1985; Barmann & Croyle-Barmann, 1980; Barmann et al., 1980; Bellamy & Sontag, 1973; Blumenfeld & Eisenfeld, 2006; Cevasco & Grant, 2005; Cook & Freethy, 1973; Cotter, 1971; Davis et al., 1980; Dellatan, 2003; Deutsch et al., 1976; Eisenstein, 1974; Harding & Ballard, 1982; Hill et al., 1989; Holloway, 1980; Hume & Crossman, 1992; Jorgenson, 1974; Larson & Ayllon, 1990; Madsen, 1982; McCarty et al., 1978; McLaughlin & Helm, 1993; Standley, 1996, 1999; Wilson, 1976; Wolfe, 1982
Team competition	Groups compete on some task, performance, or game.	Improved academic engagement and achievement, reduced disruptive behavior, increased sales, increased funding raising, increased safety; reduced smoking; changed brain chemistry favoring attention and endurance	Beersma et al., 2003; Hoigaard, Safvenbom, & Tonnessen, 2006; Kivlighan & Granger, 2006; Koffman, Lee, Hopp, & Emont, 1998; Neave & Wolfson, 2003; Tingstrom et al., 2006
Special play	Adult (caregiver or teacher) plays with the child, but lets the child take the lead in determining what games will be played and how.	Improved stress physiology, compliance, and social competence; reduced trauma or depressive symptoms	Bratton, Ray, Rhine, & Jones, 2005

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Choral responding	Person(s) chant (or sign) answer to oral or visual prompt in unison; praise or correction follows	Compared to handraising, improved academic achievement, disruptive symptoms, retention; reduced behavior problems	Godfrey et al., 2003; Kamps et al., 1994; Taubman et al., 2001; Wolery et al., 1992
Mystery shopper	Unknown individuals make “purchase” or “help request”, and target receives praise, reinforcement or corrective feedback	Reduced tobacco sales; improved customer relations; better sales, better compliance by pharmacists, better service from medical personnel or prevention personnel	Bennett, Petraitis, D'Anella, & Marcella, 2003; Borfritz, ; Krevor, Capitman, Oblak, Cannon, & Ruwe, 2003; Lowndes & Dawes, 2001; Moore, 1984; Norris, 2002; Saunders, 2005; Steiner, 1986; Sykes & O'Sullivan, 2006
Peer-to-peer tutoring	Dyad or triad take turns asking questions, give praise or points and corrective feedback	Improved academics, reduced ADHD/conduct problems, long-term effects on school engagement decreased special educ needs.	Allsopp, 1997; Delquadri et al., 1983; DuPaul et al., 1998; Fantuzzo & Ginsburg-Block, 1998; Greenwood, 1991a, b; Maheady et al., 1988a, b; Sideridis et al., 1997
Computer action game	Motor response to hit target or get right answer; visual/auditory feedback for correct response, with scoreboard	Increased attention and reduced ADHD like symptoms, which is associated with release of dopamine in the brain	Aase & Sagvolden, 2006; Ford, Poe, & Cox, 1993; Green & Bavelier, 2003; Koepp et al., 1998; Silva, 1999
Correspondence training, “Say-Do”	Symbolic or live models typically represented with a language frame; others elicit what individual says will do and reinforcement follows	Increased rates of targeted behaviors such as academic engagement, disturbing behavior or self-care behaviors	Anderson & Merrett, 1997; Luciano, Herruzo, & Barnes-Holmes, 2001; Luciano-Soriano, Molina-Cobos, & Gomez-Becerra, 2000
Correspondence training, “Do-Say”	Symbolic or live models typically presented. Cues for behavior and reports by individual to others followed by praise/reinforcement.	Increased rates of targeted behaviors such as academics, self-care or other developmental/life skill tasks	Merrett & Merrett, 1997; Morrison, Sainato, Benchaaban, & Endo, 2002; Roca & Gross, 1996
<i>Kernels decreasing frequency of behavior</i>			
Time out	Using timer, remove from natural reinforcement for 1 minute plus 1 minute for each year of age	Decreases non-compliance, argumentative behavior and mood outbursts	Fabiano et al., 2004; Kazdin, 1980; Wolf et al., 1967

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Sit and watch, contingent observation or response lock out	Very brief removal from reinforcement (2 minutes or less), with high density reinforcement upon reentry for desired behavior	Reduces disruptions in classroom, aggression on playground or during physical education, reduces dangerous behavior	Embry, 1982, 1984; Murphy et al., 1983; Porterfield, Herbert-Jackson, & Risley, 1976; White & Bailey, 1990
Taxation on consumptive behaviors	Percentage of purchase price of goods such as cigarettes, alcohol and luxury goods	Increasing taxation on liquor or tobacco reduces consumption	Biglan et al., 2004
Positive note home for inhibition	Adult sends home positive note for inhibition that results in home reward	Reduces disruptive and aggressive behavior and problems at home; increases engagement at school	Gupta, Stringer, & Meakin, 1990; Hutton, 1983; Kelley, Carper, Witt, & Elliott, 1988; McCain & Kelley, 1993; Taylor, Cornwell, & Riley, 1984
Timed rewards for inhibition (DRO)	Using fixed or variable interval, person receives praise and reward for not engaging in a behavior.	Reduces ADHD symptoms, conduct problems, accidental attention to negative; increases engagement in prosocial activities	Conyers, Miltenberger, Romaniuk, Kopp, & Himle, 2003; Conyers et al., 2004; Hegel & Ferguson, 2000
Premack Principle	The opportunity to engage in a high-probability behavior is made contingent engaging in a targeted behavior or on the inhibition of problematic behavior	Decreases ADHD like behavior, inattention, disruptive behavior, non-compliance	Agathon & Granjus, 1976; Andrews, 1970; Browder et al., 1984; Ghosh & Chattopadhyay, 1993; Gonzalez & Ribes, 1975; Harrison & Schaeffer, 1975; Homme et al., 1963; Hosie et al., 1974; Knapp, 1976; Leclerc & Thurston, 2003; Mazur, 1975; McMorrow et al., 1978; Van Hevel & Hawkins, 1974; Welsh et al. 1992; Williamson, 1984
Response-cost (point loss)	Small symbolic reward removed or debited, non-emotionally, quickly following targeted behavior	Decreases inattention and disruption; decreases ADHD like behaviors; may if used as a part of teams in first grade decrease substance abuse over lifetime	Conyers et al., 2004; Filcheck et al., 2004; Furr-Holden et al., 2004; Jason et al., 2005; Jorgensen & Pedersen, 2005; Kellam & Anthony, 1998; Kelley & McCain, 1995; McGoey & DuPaul, 2000; Storr et al., 2002

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Low emotion or “private” reprimands	Corrective feedback given without biological cues of threat or intense emotion; short rather than long reprimands are typically of more effective ones	Reduces inattention, disruptions, aggression; reduces emotional responding by adults, including attention to negative behavior	Abramowitz et al., 1987; 1988; Acker & O’Leary, 1987; Harris et al., 2003; Houghton et al., 1990; Maglieri et al., 2000; Merrett & Tang, 1994; Ostrower & Ziv, 1982; Pfiffner et al., 1985; Piazza et al., 1999; Rolider & Van Houten, 1984; Scholer et al., 2006; Van Houten et al., 1982
Stop clock	Clock is triggered when students misbehave. Lower times on the clock result in access to rewards	Increased academic engagement and reduced disruptions	Cowen, Jones, & Bellack, 1979
Law enforcement fine or citation	Fine or ticket given for relatively minor non-compliant behavior	Reduces tobacco possession, illegal water use, parking in handicap spots	Agras et al., 1980; deWaard & Rooijers, 1994; Fletcher, 1995; Jason et al., 2000; 2005; Jorgensen & Pedersen, 2005; Liberman et al., 1975
Over-correction or Positive Practice	Person repeats restorative or correct behavior many times	Reduces symptoms of developmental delay; reduces aggression or noncompliance; may reduce accidental attention to negative behavior	Carey & Bucher, 1986; Foxx & Jones, 1978; Lennox et al., 1988; Maag et al., 1986; Singh, 1987; Singh & Singh, 1988; Sisson et al., 1993; Sumner et al., 1974; Watson, 1993
“Buzzer/Noise Training”	A buzzer or noxious noise happens upon some undesired behavior	Reduces non seatbelt use, bedwetting, walking through unauthorized door or driving on shoulder of road	Ankjaer-Jensen & Sejr, 1994; Collins, 1973; Crisp et al., 1984; Hirasing & Reus, 1991; Meadow, 1977; Robertson, 1975; Robertson & Haddon, 1974
<b><i>Kernels Affecting Behaviors Primarily Via Antecedents</i></b>			
Non-verbal transition cues	Combinations of visual, kinesthetic and/or auditory cues that single shifting attention or task in patterned way, coupled with praise or occasional rewards.	Reduces dawdling, increases time on task or engaged learning; gives more time for instruction	Rosenkoetter, & Fowler, 1986; Krantz, & Risley, 1977; Abbott et al., 1998; Embry et al., 1996

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Stop lights in school settings or traffic settings	Traffic light signals when behavior is appropriate/desirable or inappropriate/undesirable in real time, and connected to some kind of occasional reinforcement.	Decreases noise, off task behavior, or increases stopping in dangerous intersections	Cox, Cox, & Cox, 2000; Jason & Liotta, 1982; Jason et al., 1985; Lawshe, 1940; Medland & Stachnik, 1972; Van Houten & Malenfant, 1992; Van Houten & Retting, 2001; Wasserman, 1977
Boundary cues and railings	These may be lines or other cues such as ropes or rails that signal where behavior is safe, acceptable or desired	Decreases dangerous behavior; decreases pushing and shoving; increases waiting behavior in a queue; reduces falls	Carlsson & Lundkvist, 1992; Erkal & Safak, 2006; Marshall et al., 2005; Nedas, Balcar, & Macy, 1982; Sorock, 1988
Cooperative, structured peer play	Planned activities during children playtime and involve rules, turn taking, social competencies, and cooperation with or without “soft competition.”	Decreases aggression/increases social competence; affects BMI, seems to reduce ADHD symptoms and increase academics after; reduces social rejection in M.S.	Bay-Hinitz, Peterson, & Quilitch, 1994; Leff, Costigan, & Power, 2004; Mikami, Boucher, & Humphreys, 2005; Murphy et al., 1983; Ridgway et al., 2003
Self-modeling	Drawn, photographic, or video model viewer/listener engaging targeted behavior, receiving rewards or recognition.	Increases academic engagement; increases attention; increases recall and long term memory; improves behavior; reduces dangerous behavior; increases social competence; improved sports performance; reduced health problems	Barker & Jones, 2006; Ben Shalom, 2000; Bray & Kehle, 2001; Buggey, 2005; Clare et al., 2000; Clark et al., 1993; Clark et al., 1992; Clement, 1986; Davis, 1979; Dowrick, 1999; Dowrick et al., 2006; Elegbeleye, 1994; Hartley et al., 1998; Hartley et al., 2002; Hitchcock et al., 2004; Houlihan et al., 1995; Kahn et al., 1990; Kehle et al., 2002; Law & Ste-Marie, 2005; Lonnecker et al., 1994; Meharg & Lipsker, 1991; Meharg & Woltersdorf, 1990; Owusu-Bempah & Howitt, 1985; Owusu-Bempah & Howitt, 1983; Possell et al., 1999; Ram & McCullagh, 2003; Reamer et al., 1998; Rickards-Schlichting et al., 2004; Rickel & Fields, 1983; Schunk & Hanson, 1989; Schwartz et al., 1997; Walker & Clement, 1992; Wedel & Fowler, 1984; Woltersdorf, 1992

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Self-monitoring	Coding target behavior with a relational frame, which is often charted or graphed for public or semi-public display, occasioning verbal praise from others	Reductions in alcohol, tobacco use; reductions in illness symptoms from diabetes; increased school achievement; changes in other social competencies or health behaviors; reductions in ADHD, Tourettes and other DSM-IV disorder; improvement in brain injured persons	Agran et al., 2005; Blick & Test, 1987; Boyle & Hughes, 1994; Brown & Frank, 1990; Buggery, 1995; Buggery et al., 1999; Burch et al., 1987; Carr & Punzo, 1993; Cavalier et al., 1997; Clare et al., 2000; Clarke et al., 2001; Dalton et al., 1999; de Haas-Warner, 1991; Foxx & Axelroth, 1983; Glasgow et al., 1983; Glasgow et al., 1983; Gray & Shelton, 1992; Hall & Zentall, 2000; Harris et al., 2005; Hertz & McLaughlin, 1990; Hitchcock et al., 2004; Hughes et al., 2002; Kern et al., 1994; Martella et al., 1993; Mathes & Bender, 1997; McCarl et al., 1991; McDougall & Brady, 1995; McLaughlin et al., 1985; Nakano, 1990; O'Reilly et al., 2002; Petscher & Bailey, 2006; Possell et al., 1999; Rock, 2005; Selznick & Savage, 2000; Shabani et al., 2001; Shimabukuro et al., 1999; Stecker et al., 1996; Thomas et al., 1971; Todd et al., 1999; Trammel et al., 1994; Winn et al., 2004; Wood et al., 1998; 2002
Paragraph shrinking	After hearing or seeing some content, person learns to “shrink” meaning to 8-10 words, full sentence; praise typically happens for good summaries.	Improved reading responses and retention	Bean & Steenwyk, 1984; Mathes et al., 1994; Spencer et al., 2003

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Errorless discrimination training	Stimuli are faded or shaped in such a way that errors are nearly non-existent	Improved reading, letter recognition and life-task discriminations; reductions in symptoms of mental retardation or brain injury	Akhtar et al., 2006; Egeland & Winer, 1974; Etzel & LeBlanc, 1979; Fillingham et al., 2003; Hunkin et al., 1998; Keel & Gast, 1992; Lambert, 1979; Melchiori, Souza, & Rose, 1992; Plummer et al., 1977; Schilmoeller et al., 1979; Stawar, 1978; Terrace, 1969; Walsh & Lamberts, 1979
<b><i>Kernels Affecting Behaviors Primarily Via Relational Frames</i></b>			
Adjectival noun for belonging to status group	Verbal phrase “I am/we _____” is paired with status, belonging, protection or safety	Increased rule governed behavior; increases behavior associated with the named group; decreases aggression within group; may affect physical health	Choenarom, Williams, & Hagerty, 2005; Embry et al., 1996; Gaskell & Smith, 1986; Juarez, 2002; Mishima, 2003
Public commitment	Individuals sign or pledge self to collective behavior	Voting, contributing money, recycling,	Burgess et al., 2000; Chen & Komorita, 1994; Wang & Katzev, 1990
“US” and “THEM” role framing	Individuals or groups are divided into two groups, with differences highlighted framed around clothing, adornment, language, social position, etc.	Increase aggression and violence by each group toward each other	Roos, 2005; Sherif, 1958, 1968, 1970; Sherif, Hogg, & Abrams, 2001; Sherif et al., 1955
Graphic/node maps	A graphic organizer for goal-based behavior, guided by other status individuals	Increased sobriety and goal completion; increased treatment compliance	Collier et al., 2001; Czuchry & Dansereau, 1996, 1999, 2003; Czuchry et al., 1995; Dansereau et al., 1995; Dansereau et al., 1993; Dees et al., 1994; Joe et al., 1997; Joe et al., 1994; Melville et al., 2004; Newbern et al., 2005; Newbern et al., 1999; Pitre et al., 1996; Pitre et al., 1998; Pitre et al., 1997

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Motivational Interviewing	Oral questioning by status individual around major goals of target person with clarifying questions about interfering behavior	Reduction in substance abuse, increase in social competences and related goals; reduction in injuries or antisocial behaviors; increase in healthy behaviors	Bernstein et al., 2005; Burke, Arkowitz, & Menchola, 2003; Monti et al., 1999; Resnicow et al., 2001; Rusch & Corrigan, 2002; Smith, 2004; Sobell et al., 2003; Stein et al., 2006
Media associating behavior with <i>immediate</i> negative social outcomes	Media (TV, video, radio) showing behavior results in social rejection or escape from social rejection	Reduces sexually transmitted diseases; reduces alcohol, tobacco and other drug use	Beyth-Marom et al., 1993; Downs et al., 2004; Pechmann, 2001; Pechmann & Ratneshwar, 1994; Pechmann et al., 2003
<b><i>Kernels Affecting Behaviors Primarily Via Physiology</i></b>			
Pleasant greeting with or without positive physical touch	Friendly physical and verbal gestures, on a frequent basis.	Affects donations; social status an perceptions of safety or harm; affects behavior streams of aggression, hostility or politeness	Edwards & Johnston, 1977; Ferguson, 1976; Field, 1999; Fry, 1987; Howard, 1990; la Greca & Santogrossi, 1980; Schloss et al., 1984
Massage, brushing or stroking	Any method of rubbing, stroking and therapeutic touch applied to the body	Reduces aggression, arousal, cortisol, depressive symptoms, PTSD symptoms, and pain	Diego et al., 2002; Field, Grizzle et al., 1996; Field et al., 1996; Field, Seligman et al., 1996; Field, 1998; Field, Grizzle et al., 1996; Jones, Field, & Davalos, 1998; Scafidi & Field, 1996
Turtle Technique	Using a turtle metaphor, child holds self, verbal frame, breaths through nose, and engage in sub-verbal or verbal self-coaching, with peer or adult reinforcement	Reduces arousal and aggression against peers or adults	Heffner, Greco, & Eifert, 2003; Robin, Schneider, & Dolnick, 1976
Omega3 fatty acid supplementation or increased fish consumption	1 gram to 3 grams taken orally per day; or fish consumption several times per week high in Omega 3	Reduces aggression, violence, depression, bipolar disorder, post partum depression and borderline personality disorder; early evidence for reducing symptoms of developmental disorders; and for reducing CVD and asthma	Fava, 2001; Freeman et al., 2006; Gesch et al., 2002; Hibbeln et al., 2006; Jarvinen et al., 2006; Mickleborough et al., 2006; Richardson, 2006; Stoll, Marangell, & Severus, 2000; Vaddadi, 2006; Zanarini & Frankenburg, 2003

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Zinc supplementation or dietary consumption	15 mg per day eaten or supplemented	Evolving evidence finds the addition of zinc to the diet or by supplementation to increase the effectiveness of drug treatment and/or may prevent ADHD symptoms.	Akhondzadeh et al., 2004; Arnold et al., 2005; Arnold & DiSilvestro, 2005; Bilici et al., 2004; McGee et al., 1990; Sandyk, 1990
“Rough and Tumble” Free Play with higher status conspecific	Several times per week child or adolescent engages in rough and tumble play, causing increased arousal and self-control mediated by status adult or peer	Reduces aggression, teaches self-control, may improve status among same-sex peers; changes c-fos gene expression in lab animals; the behavior may be especially important to the development of positive behavior among boys and unique contribution of fathering	Boulton & Smith, 1989; Gordon, Kollack-Walker, Akil, & Panksepp, 2002; Hines & Kaufman, 1994; Jacklin, DiPietro, & Maccoby, 1984; Paquette, 2004; Pellegrini & Smith, 1998; Reed & Brown, 2001; Scott & Panksepp, 2003
Aerobic play or behavior	Daily or many times per week child or adult engage running or similar aerobic solitary activities, game, or food gathering behavior	Reduces ADHD symptoms, reduces depression; reduces stress hormones; may increase cognitive function; decreases PTSD	Antunes et al., 2005; Atlantis et al., 2004; Berlin et al., 2006; Blue, 1979; Blumenthal et al., 2005; Crews et al., 2004; Doyne et al., 1983; Dunn et al., 2005; Dunn et al., 2001; Dustman & et al., 1984; Khatri et al., 2001; Kubesch et al., 2003; Manger & Motta, 2005; Marin & Menza, 2005; Phillips et al., 2003; Stein, 2005; Stella et al., 2005
Nasal breathing	When aroused, person breaths through nose, not mouth.	Reduces panic, anxiety and hostile mood; may improve cognitive function; changes core temperature of the limbic area	Backon, 1990; Block, Arnott, Quigley, & Lynch, 1989
Progressive muscle relaxation	Person tenses and relaxes sequence of muscles combined with anxiety evoking stimulus	Reduces panic, fear, anxiety; decreases negative attributions; decreases phobic responses with paired with evoking stimuli	Larsson et al., 2005; Norlander et al., 2005; Pawlow & Jones, 2005; Wencai et al., 2005