Ancillary Questions

1. Which of the following is not a characteristic of the teaching and learning model?

   a. measurement
   b. socially valid
   c. cause and effect
   d. biology

   > d. Biology is not a component because teaching and learning are focused on what the teacher does to encourage and promote student success.

2. The word that best represents the concept of behavioral control is

   a. purpose
   b. predictability
   c. function
   d. instruction

   > b. Predictability means we can predict that when we say "2 + 2," student will say "4," but it is not cause and effect, just predictable.

3. Reinforcing stimulus will make behavior go down when it is contingently

   a. taken away
   b. given
   c. could be either
   d. neither

   > a. Taken away. When we take something a student likes contingent on a behavior, we'd assume that would make the behavior happen less often.

4. Identified predictable sequences from an ABC assessment are known as

   a. consequences
   b. chains
   b. antecedents
   d. operant behavior

   > b. Chains of behavior are repetitive sequences seen across the ABC.

5. When teaching behavior, which of the following is *not* true?

    a. All students must practice the correct and incorrect behaviors.
    b. All students should be engaged during practice.
    c. No student should practice until after he or she can answer questions correctly.
    d. Examples should be taken directly from situations where there has been failure in the past.

> a. We never want students to practice incorrect behaviors. That is the teacher's job.

6. **T   F**   Duration recording is a time-based method of measuring behavior.

> F—Duration involves a timer, but the behavior tells you when to record, so it is event based.

7. What is the metric for all time-based measures?

    a. percent of opportunities
    b. percent of time
    c. percent of intervals
    d. percent of responses

> c. With time based, we can talk only about the percentage of intervals in which behavior was observed.

8. Rupert has been repeatedly running in the house, which resulted in his repeated crashing into the sliding glass door and required expensive emergency room treatment. His dad wants to increase Rupert's walking behavior in the house and determines that he will remove one of Rupert's chores for the week every time he sees him walking. What is Rupert's dad *trying to use?*

    a. negative reinforcement
    b. positive reinforcement
    c. response cost
    d. extinction

> a. Negative reinforcement, because dad is taking away something aversive contingent on positive behavior in an attempt to make behavior go up.

9. Mrs. Burk gives out pickles whenever Saul is on task during math. One day, Saul refused to do his work. Contingent on this behavior, Mrs. Burk required him to sit in a special desk where he was unable to earn any further pickles or other reinforcement for 10 minutes, regardless of his behavior. Mrs. Burk is hoping to decrease refusal to engage in tasks. The procedure Mrs. Burk is *attempting to use* would most appropriately be called:

    a. extinction
    b. negative reinforcement
    c. time out
    d. response cost

> c. Time out because Saul could not earn reinforcement for a brief period of time regardless of behavior.

10. Wally has been forgetting his homework at school, and his mom is determined to put a stop to this. She has told him that if he comes home without homework, she will take away his TV for that entire evening. What procedure is mom *attempting to use?*

    a. response cost
    b. negative reinforcement
    c. extinction
    d. removal type punishment (Type I)

d. It is Type I punishment because what mom is taking away was not earned and creates a new environment.

11. Mr. Drool is trying to get Barry to stop crying when he wants candy. He determines that if Barry asks without crying, he will get the candy, but if he asks with crying, he will be ignored. What procedure is Mr. Drool *trying to use?*

    a. DRL
    b. DRO
    c. DRA
    d. Type I punishment

c. It is differential reinforcement of an alternative behavior (DRA).

12. The most appropriate intervention for a student who *lacks the skill* to perform as desired is to

    a. punish failure to perform the behavior
    b. reinforce effort
    c. teach the skill
    d. punish noncompliance

c. If the student does not know how, then we must teach first.

13. When is it appropriate to use latency recording to measure behavior?

    a. when one is concerned with the length of time a student engages in a response
    b. when one is interested in the number of times the response occurs in a given time period
    c. when one is interested in the length of time required for a student to initiate a response
    d. when the behavior is continuous

c. Latency is the time between a signal and student behavior.

14. Multitiered interventions are best represented by which sequence of actions?

    a. instruction, evaluation, placement
    b. instruction, placement, prevention

    c. prevention, instruction, assessment

    d. differentiation, placement, instruction

> c. They always start with prevention and instruction.

15. Which of the following is *not* a consideration for identifying evidence-based practices?

    a. Evidence has been replicated.

    b. Teachers report liking the practice.

    c. Evidence is published as a study.

    d. Researchers have no conflict of interest.

> b. While what teachers feel about intervention is important, it is not a criterion for identifying what works.

16. Warren has been taught to spin a basketball on his finger in the gym but has not been able to do in front of other people. What part of the learning curve is he working on?

    a. acquisition

    b. maintenance

    c. fluency

    d. generalization

> d. Generalization—doing it somewhere else, for others, or under different conditions.

17. When we look at all the places in which a behavior should reasonably be expected to be used, it is referred to as

    a. scope and sequence

    b. positive and negative examples

    c. generalization

    d. the instructional universe

> d. The instructional universe defines where examples should be pulled from.

18. Which of the following represents the correct order for sequencing examples?

    a. Show all positives followed by all negatives.

    b. Alternate positives and negatives.

    c. Show a range of positives followed by a minimally different negative.

    d. Show a minimally different positive followed by range of negatives.

> c. We first show examples from across the instructional universe and then the minimally different negative or nonexample.

19. Which of the following is *not* considered to be a type of opportunity to respond (OTR)?

    a. response cards
    b. choral hand raising
    b. watch teacher model
    d. work on paper

b. OTRs require that the student be active. Watching the teacher is passive engagement.

20. Prompts and cues are most effectively (best probability) applied at what point?

    a. well in advance of expected behavior
    b. just prior to expected behavior
    c. consistently each morning
    d. as part of a routine

b. Reminders are most effective when used immediately prior to expected behavior.

21. Which of the following is most true with regard to repeated practice?

    a. Repetition is always good.
    b. Repetition always bores students.
    c. Repetition should be done in a large dose then faded.
    d. Repetition should be done in small doses over time.

d. Repetition builds fluency, but it is most effective in smaller doses that extend over multiple days.

22. Which of the following best represents a logical order for considering instructional goals?

    a. creativity, maintenance, generalization
    b. maintenance, creativity, generalization
    c. maintenance, generalization, creativity
    d. maintenance, creativity, fluency

c. Student must remember it and be able to use it in other conditions, and then may learn to be creative with it.

23. If the student has acquisition of the skill and I am simply working to get performance to increase, which of the following task analyses am I most likely to use to increase fluency?

    a. criterion task analysis
    b. instructional task analysis
    c. response difficulty task analysis
    d. temporal task analysis

a. Criterion—the behavior is already there, and I am just trying to get it to occur as a higher criterion for fluency.

24. When smaller rules are connected to larger concepts for appropriate behavior, that is called:

    a. PBIS
    b. RTI
    c. anchoring
    d. instructional universe

c. Anchoring instruction, as with what we do in PBIS with large concepts anchoring small rules

25. Which of the following is *not* an important consideration for building positive relationships with students?

    a. provide encouragement
    b. avoid using correction for errors
    c. provide options and choices
    d. show enthusiasm

b. Although we'd like to have few errors, correction must occur when there are errors.