Unit 1 Questions

1. Having an awareness of the effect of your presence and your response to students will increase your ability to be an effective and positive influence on student behavior.
   a. True
   b. False

2. When a child does not perform a task or behavior after being taught or shown how to do it, you should never think it is because he or she may be having a learning difficulty.
   a. True
   b. False

3. Which of the following factors might contribute to students’ challenging behaviors?
   a. Biological factors
   b. Family factors
   c. School factors
   d. Community factors
   e. All of the above

4. It is important for educators to consider the influence of cultural differences on students’ behavior.
   A. True
   B. False
   [Answer: A. True. Educators should consider the influence of cultural differences on students’ behavior, because everyone’s behavior is influenced by his or her culture, and it is possible that a student’s behavior is simply different from that of the educators’ or school system’s culture.]

5. Which of the following statements is FALSE?
   a. Challenging behaviors result from unmet needs.
   b. Challenging behaviors are used to achieve a desired outcome for the student.
   c. Challenging behaviors usually are not context related.
   d. Challenging behaviors should be replaced by socially acceptable alternatives that will help the student to achieve the same outcomes.

6. There is a direct relationship between challenging behaviors and
   a. Cultural factors
   b. Learning difficulties
   c. Setting events
   d. Teachers’ attitudes
7. What is the fine line that paraprofessionals must walk when they work with students who have special learning needs in the classroom?
   a. They must provide assistance to students so they can work around their disabilities and be successful.
   b. They must abstain from offering students assistance where and when they don’t need it.
   c. A and B

8. Which of the following might contribute to the development of challenging behaviors?
   a. A consistent pattern of trying to avoid failure.
   b. When teachers or paraprofessionals focus more on the challenging behavior than on positive things that the student is doing.
   c. When a student consistently engages in “negative attention-seeking” behaviors in order to gain some type of attention from an adult.
   d. All of the above

9. According to the behaviorist model, behavior occurs in which order:
   a. Stimulus, Behavior, Consequence
   b. Consequence, Stimulus, Behavior
   c. Behavior, Stimulus, Consequence
   d. Stimulus, Consequence, Behavior

Unit 2 Questions

10. Which of the following statements is TRUE regarding Functional Behavior Assessment (FBA)?
   a. Functional Behavior Assessment helps IEP teams to understand what function a challenging behavior serves for students.
   b. The logical behind Functional Behavioral Assessment is that practically all behavior occurs within a particular context and serves a specific purpose.
   c. Functional Behavior Assessment looks beyond the behavior itself.
   d. All of the above

11. Conducting a Functional Behavior Assessment involves a team effort.
   a. True
   b. False
12. Put the following six steps for completing a Functional Behavior Assessment in the correct order and then check your answers.

___ Collect information on possible functions of the challenging behavior
___ Test the hypothesis statement regarding the function of the challenging behavior
___ Describe and verify the seriousness of the behavior
___ Analyze information
___ Generate a hypothesis statement regarding probable function of challenging behavior
___ Refine the definition of the challenging behavior

13. When collecting data for a Functional Behavior Assessment, a student should be observed in a variety of settings.
   a. True
   b. False

14. Information collected during a Functional Behavior Assessment should not be used to design a student’s Behavior Intervention Plan.
   a. True
   b. False

15. When conducting a Functional Behavior Assessment, emphasis should be placed on developing both a short and long-term plan to enhance students’ ability to benefit as much as possible from classroom instruction.
   a. True
   b. False

Unit 3 Questions

16. __________ refers to a planned, thoughtful approach that considers the function of a challenging behavior before it occurs, whereas ______________ refers to acting on a challenging behavior as it is occurring without having a predetermined idea about the function of the behavior or how to handle the situation.
   a. Reactive/proactive
   b. Proactive/reactive

17. Consider the term positive reinforcement. Positive means that something is ______________, and reinforcement means that what is presented has the effect of ______________ a behavior.
   a. given to the student/decreasing
   b. taken away from the student/decreasing
   c. given to the student/increasing
   d. taken away from the student/increasing
18. Positive reinforcement must include which of the following elements?
   a. The reinforcement is a consequence and subsequently must occur after a
      specific behavior.
   b. The reinforcement must be presented.
   c. As a result of presenting the reinforcement, the intended behavior needs to
      increase in the future within similar conditions.
   d. All of the above.

19. Which of the following statements is FALSE regarding positive reinforcement?
   a. Reinforcement must be consistently delivered according to a plan.
   b. Improvement should not be reinforced.
   c. Reinforcement must be delivered immediately.
   d. Do not give reinforcement because you feel sorry for a student.

20. Negative reinforcement and punishment are the same thing.
   a. True
   b. False

21. In one or two sentences, define the term *satiation*.

22. Which of the following is a good idea when determining which reinforcers to
    use with a particular student?
   a. Consider the developmental and chronological age of the student.
   b. Consider the unique likes and dislikes of the student.
   c. Validate the choice of reinforcer by discussing it with the student or someone
      who knows the student well.
   d. All of the above

23. Match the reinforcement schedule type with its description.

<table>
<thead>
<tr>
<th>Reinforcement Schedule Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Continuous reinforcement schedule</td>
<td>A. When a target behavior is reinforced after a number of occurrences.</td>
</tr>
<tr>
<td>___ Ratio reinforcement schedule</td>
<td>B. When a target behavior is reinforced after a period of time.</td>
</tr>
<tr>
<td>___ Interval reinforcement schedule</td>
<td>C. When a target behavior is reinforced each and every time it is exhibited.</td>
</tr>
</tbody>
</table>
24. Which of the following statements is FALSE regarding strategies for redirecting escalating behavior?
   a. The goal for educators is to help the student decrease his or her emotional intensity while conveying that they are there to support the student.
   b. Adults who are successful at supporting a student through a difficult time are often seen by the student as unconditionally caring and trustworthy.
   c. Interventions need not be tailored to the developmental level of the student.
   d. Teams should choose strategies that support the student's appropriate behaviors.

25. In order to build a positive environment that supports a focus on desired behavior, the minimum ratio of positive interactions to negative interactions with a student is…
   a. 2:2
   b. 3:1
   c. 3:2

26. Two guidelines for positive behavioral interventions are that they 1) modify the ecological and environmental contexts, and 2) teach adaptive replacement behaviors that achieve the same function as the challenging behavior.
   a. True
   b. False

27. Which of the following statements is TRUE regarding positive de-escalation and crisis management strategies?
   a. Positive de-escalation and crisis management strategies are employed when other planned intervention strategies are ineffective.
   b. Positive de-escalation and crisis management strategies are used when a student's behavior begins to exceed appropriate limits.
   c. Positive de-escalation and crisis management strategies involve the brief use of safe and positive techniques to disrupt a chain of behaviors.
   d. All of the above

28. When dealing with coercive or aggressive behavior, what is the desired behavior that you should focus on? Please provide a 1-2 sentence response and then check your answer.

29. When dealing with coercive behavior, it is best to _____________ the behavior.
   a. challenge
   b. avoid challenging
Unit 4 Questions

30. Which of the following statements is FALSE regarding classroom management?
   a. Students with challenging behavior learn best in classrooms characterized by chaos and disorder.
   b. When instructional strategies do not capitalize on students’ strengths and address learning needs, frustration may result in acting-out or withdrawn behaviors.
   c. Knowing how to prevent behavior problems enables educators to move away from a reactive, punitive classroom environment and toward a more proactive environment.
   d. Educators can provide a foundation for improving student behavior and for promoting student success by maintaining and orderly, predictable classroom.

31. Examples of aspects of the learning setting that pose challenges to students are task difficulty, lesson presentation, work assignments, and
   a. teacher attitudes
   b. the seating chart
   c. motivation
   d. none of the above

32. Teachers can enhance education for all students by establishing a sound classroom management system and by clearly articulating expectations and goals.
   a. True
   b. False

33. Which of the following is NOT a component of an effective classroom management system?
   a. Arranging the physical environment
   b. Setting rules and expectations
   c. Establishing routines and procedures
   d. Building a negative climate that does not provide students with opportunities for success.

34. What is a social contract? Please write a 1-2 sentence response and then check your answer.

35. Students should help create social contracts.
   a. True
   b. False
36. Token economies are programs in which students (entire classrooms or individuals) earn points or tokens for appropriate behavior, and at a later time, trade them for preferred activities, objects, or privileges.
   a. True
   b. False

37. Which of the following statements is TRUE regarding a token economy?
   a. A token economy is a tool that strives to modify inappropriate behavior and achieve specific goals.
   b. A token economy can and should be modified throughout the school year.
   c. Token economies have the advantage of being an intervention that can be used in cooperation with parents.
   d. All of the above.
   e. None of the above.

Unit 5 Questions

38. Collaboration is an important part of your role as a paraprofessional.
   a. True
   b. False

39. Which of the following statements reflects why collaboration is important among educators?
   a. Students with challenging behaviors need consistency and only through collaborative planning between educators can consistency be achieved.
   b. Finding strategies that effectively teach new behaviors often requires all the knowledge that is available about the student and the student’s environment, and this knowledge should be pooled through collaborative planning.
   c. Both A and B
   d. Neither A or B

40. Time-out is a behavior strategy that is often used in education. Provide a brief, 1-2 sentence definition of time-out and then check your answer.
41. Which of the following is FALSE regarding time-out?
   a. Effective use of time-out requires that there are conversations with the student in advance about behaviors that may lead to time-out.
   b. The environment from which the student is removed during a time-out must be an environment that the student does not want to be in.
   c. Implementing a time-out procedure may intensify a behavior or produce aggression.
   d. Time-out systems incorporate a system of graduating steps toward increasing seclusion.

42. The theory behind punishment assumes that a behavior will ______________ if it is followed by a consequence that the student perceives as negative.
   a. increase
   b. stay the same
   c. decrease

43. Punishment procedures should be a main component of educators overall behavioral management plans.
   a. True
   b. False

44. Match the warning signs with the social/emotional problem and then check your answers.

<table>
<thead>
<tr>
<th>Warning Signs</th>
<th>Social/Emotional Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Feelings of guilt, hopelessness, or helplessness</td>
<td>A. Gang activity</td>
</tr>
<tr>
<td>___ Fear or terror</td>
<td>B. Depression</td>
</tr>
<tr>
<td>___ Placing oneself on severely restricted diets regardless of weight</td>
<td>C. Eating Disorders</td>
</tr>
<tr>
<td>___ Commitment to a deviant peer group</td>
<td>D. Physical/Sexual Abuse</td>
</tr>
<tr>
<td>___ Moodiness, irritability, or nervousness</td>
<td>E. Suicide</td>
</tr>
<tr>
<td>___ Making final statements or saying goodbyes</td>
<td>F. Substance Abuse</td>
</tr>
</tbody>
</table>

45. If you feel that a student is at risk for a social/emotional problem such as depression, suicide, gang activity, eating disorders, physical, sexual, or substance abuse, it is very important that you do what?
   a. Talk to your teacher, the school social worker, or a case manager about the student.
   b. Contact the student’s parents immediately.
   c. Wait until you are sure that the student has a problem.
   d. Do nothing.