Chapter 2

60  Which statement about IDEA 2004 requirements for a Behavior Intervention Plan (BIP) is most accurate?
   a. The law requires a target behavior and performance criteria.
   b. The law requires behavior intervention plans be individualized.
   c. The law requires behavior intervention plans provide the use of a positive behavior support technique.
   d. The law has no specific requirements.

61  Formal notices and hearings are required for suspensions of ___ days or longer.
   a. 5
   b. 10
   c. 12
   d. 20

62  A manifestation determination is a review of ________________.
   a. Possible interim alternative educational settings for a student
   b. The effectiveness of an intervention in correcting a target behavior
   c. The relationship between a student's disability and misconduct
   d. The danger posed by a given child to the school community

63  In Goss v. Lopez, the Supreme Court held that students ____________.
   a. Have due process rights when disciplinary procedures such as suspensions are used.
   b. Do not have constitutional rights under any circumstance.
   c. Are not entitled to share their side of the story when suspensions are used.
   d. May or may not have due process rights in the event of suspension, depending on state laws.

64  A student with disabilities who brings a weapon to school may be placed in an interim alternative educational setting for up to ___ days.
   a. 15
   b. 25
   c. 35
   d. 45

65  When students are suspended for more than 10 days, the school must:
   a. Provide a free public education for the student in an IAES.
   b. Arrange a formal hearing (with advance notice of time, place, and procedure).
   c. Give an oral or written notice of charges and an opportunity to respond to charges.
   d. The school has no particular obligations in this situation.

Chapter 6

66  Which of the following is true of direct observation?
   a. Makes a subjective record of behavior
   b. Records behavioral patterns across natural settings and situations
   c. Identifies variables associated with behavior
   d. b. and c.
67 Which of the following are important to consider before teaching a new behavior?
   a. The new behavior is situation specific
   b. The new behavior is likely to negatively impact peer relations
   c. The new behavior will provide an opportunity for the child to be reinforced.
   d. None of the above

68 Which of the following terms best completes this sentence: Behaviors that are precisely defined are stated in terms that are ________, and ________.
   a. Measurable and appropriate
   b. Appropriate and subjective
   c. Observable and measurable
   d. Clear and frequent

69 Which of the following are elements of a behavioral objective?
   a. Terminal behavior
   b. Condition
   c. Behavioral criteria
   d. All of the above

70 The behavioral criteria of an objective should be based mainly on:
   a. The ultimate or long-term goal
   b. Past performance
   c. The student's home behavior
   d. Baseline data

71 During an anecdotal observation, the observer records:
   a. The absence or presence of a behavior during each interval
   b. Everything observed about the individual's behavior
   c. The behavior every time it occurs in a specific time period
   d. Records whether behavior occurred at a particular moment or not

72 During a momentary time sample the observer records:
   a. The absence or presence of a behavior during each interval
   b. Everything observed about the individual's behavior
   c. Counts the behavior every time it occurs in a specific time period
   d. Whether behavior occurred at a particular moment or not

73 Event recording should be used when the target behavior is:
   a. Long in duration
   b. Continuous
   c. Discrete
   d. None of the above

74 A factor or factors that may affect the accuracy of data collected during direct observations is/are:
   a. Personal values
   b. Characteristics of the setting
   c. Reliability
   d. All of the above
75 The reliability of frequency counts is calculated by:
   a. Dividing the lower frequency by the higher frequency
   b. The shorter duration observed is divided by the longer duration observed
   c. Agreements divided by total intervals multiplied by 100
   d. The number of intervals the target behavior was observed by one observer divided by the number of intervals the target behavior was observed by a second observer

76 A graph that displays the accumulated data (each day is added to previous days) is called:
   a. Bar graph
   b. Line graph
   c. Cumulative graph
   d. Frequency graph

Chapter 7

77 Research studies that involve large samples of “subjects” in an experimental and control group are referred to as:
   a. A-B Designs
   b. Single Subject Designs
   c. Group Designs
   d. Quasi-experimental Designs

78 Which is not one of the advantages of single subject designs presented in this chapter.
   a. They allow caregivers to decide when to initiate or modify programs.
   b. Results are easy to interpret
   c. They allow for the study of the effectiveness of an intervention
   d. They allow the use of statistical methods

79 In single subject research there are two basic conditions—these are:
   a. Baseline and effect condition
   b. Baseline and intervention condition
   c. Effect and intervention condition
   d. Baseline and contract conditions

80 A research design characterized by one baseline and intervention condition is:
   a. The changing criterion design
   b. The A-B design
   c. A group research design
   d. The A-B-A design

81 A single subject design that can be used to gradually increase or decrease a behavior using a increasingly or decreasingly stringent level of acceptable behavior is:
   a. The A-B-A-B design
   b. The alternating treatments design
   c. The changing criterion design
   d. The multiple baseline design
A design in which a teacher removes one intervention and replaces it with its opposite is:
   a. A reversal design
   b. A withdrawal design
   c. An A-B-A design
   d. An alternating treatments design

Which of the following allow(s) a researcher to attribute a cause and effect relationship between an intervention and a behavior:
   a. The A-B design
   b. The A-B-A-B design
   c. The alternating treatments design
   d. b. and c.

As single subject research designs become more complicated moving from A-B through A-B-A-B designs they:
   a. Allow for the study of several interventions at once
   b. Allow for the gradual increase or decrease of a behavior by gradually changing the criterion.
   c. Allow for the complete and permanent elimination of all inappropriate behaviors.
   d. Allow the teacher to feel more confident that the change in student behavior is related to the intervention.

The purpose of the ______ design is to assess the relative effectiveness of two (or more) treatment conditions.
   a. The multiple baseline design
   b. The alternating treatments design
   c. The changing criterion design
   d. The A-B-A

A design that can be used when it is unethical or impractical to return to baseline is:
   a. The changing criterion design
   b. The alternative treatments design
   c. The A-B-A design
   d. The multiple baseline design

In a multiple baseline design in which a teacher is gathering data on the same behavior for three different students in the same class is called a:
   a. Multiple baseline design across students
   b. Multiple baseline design across behaviors
   c. Multiple baseline design across settings
   d. Multiple baseline design across time

A variation of the alternating treatments design that establishes a cause and effect relationship is:
   a. Repeated or rotating design
   b. Multiple schedule design
   c. Multi-element baseline design
   d. Repeated baseline alternating research design
Teachers can ask themselves questions to help interpret data from alternating treatments designs and basic designs. Which of the following is not a concern in interpreting data?

a. The data trends within each condition
b. The statistically significant differences in conditions
c. The direction of data trends in each condition
d. How rapidly the data change between conditions

An advantage of the A-B-A-B design over the A-B-A design is:

a. The design ends during an intervention condition
b. The design provides three comparisons to demonstrate an effect on student behavior
c. The design provides only one comparison to demonstrate an effect on student behavior
d. a. and b.

The purpose of behavioral assessment is to:

a. Identify problem areas
b. Develop interventions
c. To complete a file
d. Both a. and b.

ALL BUT WHICH of the following are features of a developmental systems approach to behavior assessment?

a. Focuses on a comparison of child to norm group
b. Considers situational or contextual influences on behavior
c. Requires a wide sampling of behaviors
d. Utilizes a multi-method approach

Which of the following is true for the screening phase of a behavioral assessment?

a. Pinpoint behavior problems
b. Identify underlying variables maintaining behavior
c. To determine if further services are necessary
d. Select the appropriate intervention

Which of these are important in treatment evaluation?

a. Treatment administration
b. Pinpointing the behavior
c. Change is traced to treatment
d. Both a. and c.

Sociometric techniques are based on ratings by:

a. Teachers
b. Peers
c. Parents
d. Self-rating
Which of the following is a disadvantage in using self reports to assess student behavior.

a. Time consuming for teacher to administer
b. Have poor validity and reliability
c. Only a limited number of behaviors can be assessed
d. Offer one individual's perception of behavior

Which of the following is a example of a behavior rating scale used in the assessment of specific behavior disorders?

a. Standardized Screening for Behavior Disorders (SSBD)
b. Coopersmith Self-Esteem Inventory
c. Gordon Diagnostic System (GDS)
d. Child Behavior Checklist

"Informants" used to collect information regarding the students behavior may include:

a. Parents
b. Teachers
c. Pediatricians
d. All of the above

A behavioral assessment recommended for assessing a variety of behavioral disorders is:

a. Laboratory tests
b. Self reports
c. Psychometric measures
d. Naturalistic observation

Which of the following is an example of a behavior a child demonstrating internalizing behavior problems might have?

a. Delinquent behavior
b. Non-compliance/oppositional
c. Academic underachievement
d. Drop out of school

Chapter 9

Which statement about Functional Behavioral Assessment is most accurate? FBA:

a. Is used to describe the function a behavior plays for a student.
b. Looks at the antecedents to a student's behavior.
c. Helps a teacher define why a student behaves the way he/she does.
d. All of the above.

Which statement below is not one of the steps for conducting a Functional Assessment according to the U.S. Department of Education (1999):

a. Collect data on the environment.
b. Collect data on the student's IQ.
c. Define the problem behavior.
d. Hypothesize the function of the behavior.

Identifying the setting events around a behavior is related to a behavior's:

a. Consequences
b. Antecedents
c. Frequency
d. Intensity
104  *Proximate setting events* include ALL BUT WHICH of the following:
   a. Time of the day
   b. Day of the week
   c. People within the environment
   d. Student's age

105  When do *distant setting events* occur?
   a. Before school starts or on the way to school
   b. After school and on the way home
   c. During recess period outside the school
   d. During school hours

106  According to Gresham, et al. (2001), ALL BUT WHICH of the following could be considered the “function” or purpose of a behavior?
   a. External stimulation
   b. Social attention
   c. Escape or avoidance
   d. Access to something.

107  Behaviors become *Instrumental* when they:
   a. Make disruptive sounds
   b. Produce identifiable consequences
   c. Have harsh consequences
   d. Follow identified antecedents

108  A Curriculum Based Assessment or CBA:
   a. Is an annual exam given by school districts to assess learning
   b. Is a standardized tool used to assess classroom learning
   c. Helps a teacher compare the different abilities of her students
   d. Is a strategy to match the students’ abilities with the classroom curriculum

109  A student’s PPL or Present Performance Level:
   a. Should be measured once per year
   b. Represents the student’s mastery level of the assessed subject area
   c. Defines the student’s current classroom behavior
   d. Does not change from subject to subject

110  Which statement(s) about CBA probes is/are most accurate?
   a. Are most often teacher made
   b. Based upon classroom curriculum and classroom materials
   c. Communicate to teachers what students can and can not do
   d. All of the above
Chapter 10

111  The presentation of a stimulus following a behavior that increases the future rate of that behavior is called:
   a. Natural reinforcement
   b. Positive reinforcement
   c. Negative reinforcement
   d. Absolute reinforcement

112  A stimulus is considered reinforcing based on:
   a. The schedule
   b. The antecedent
   c. The effect on behavior
   d. The teacher

113  A stimulus or reinforcer that is considered learned is also known as a ________.
   a. Secondary reinforcer
   b. Aversive reinforcer
   c. Primary reinforcer
   d. None of the above

114  When primary and secondary reinforcers are used together, this is known as:
   a. Thinning
   b. Matching
   c. Pairing
   d. Strengthening

115  Every time Amanda arrives at school on time, Matti, the school social worker puts a star on Amanda's attendance chart. This is an example of:
   a. Total reinforcement
   b. Continuous reinforcement
   c. Absolute reinforcement
   d. Intermittent reinforcement

116  Ms. Iglar gives Joseph a certificate to take home when he completes three math assignments with 75% accuracy. This is an example of:
   a. Total reinforcement
   b. Continuous reinforcement
   c. Absolute reinforcement
   d. Intermittent reinforcement

117  A schedule in which reinforcement is delivered contingent upon an average number of occurrences of the target behavior is a:
   a. Variable ratio schedule
   b. Fixed ratio schedule
   c. Fixed interval schedule
   d. Variable interval schedule
A schedule in which reinforcement is delivered after a fixed interval of time has elapsed, contingent upon the occurrence of a target behavior during that interval is a:
   a. Variable ratio schedule  
   b. Fixed ratio schedule  
   c. Fixed interval schedule  
   d. Variable interval schedule

A schedule in which reinforcement is delivered contingent upon a fixed number of occurrences of the target behavior is called a:
   a. Variable ratio schedule  
   b. Fixed ratio schedule  
   c. Fixed interval schedule  
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A schedule in which reinforcement is delivered after an average interval of time has elapsed, contingent upon the occurrence of a target behavior during the interval is a:
   a. Variable ratio schedule  
   b. Fixed ratio schedule  
   c. Fixed interval schedule  
   d. Variable interval schedule

The process used to teach a child a new behavior or a skill that is not a part of the child's repertoire is:
   a. Chaining  
   b. Fading  
   c. Shaping  
   d. Prompting

A procedure that is used to teach a series of behaviors is:
   a. Chaining  
   b. Fading  
   c. Shaping  
   d. Prompting

Chapter 11

The primary forces or theories that contributed to cognitive behavioral approaches were:
   a. Psychoanalytic theory  
   b. Behavioral psychology  
   c. Cognitive psychology  
   d. b. and c.

The teacher states the steps for subtraction with regrouping while the student solves the subtraction problem. This is an example of:
   a. Cognitive modeling  
   b. External guidance  
   c. Overt self-instruction  
   d. Faded self-instruction
The child whispers the steps for subtraction with regrouping while solving the problem. This is an example of:
   a. Cognitive modeling
   b. External guidance
   c. Overt self-instruction
   d. Faded self-instruction

The teacher states each step for subtraction with regrouping while solving the sample problem on the board. This is an example of:
   a. Cognitive modeling
   b. External guidance
   c. Overt self-instruction
   d. Faded self-instruction

Which problem-solving approach was designed specifically to teach pro-social competencies:
   a. Interpersonal Cognitive Problem Solving (ICPS)
   b. Meichebaum's training
   c. Think Aloud
   d. Prepare Curriculum

In the anger-control training section, four stages of the provocation sequence are presented. Which of the following self-instruction would be used in stage 3 coping with arousal?
   a. “Remember stick to the issues. Don't take it personally!”
   b. “My muscles are getting tight. Relax and slow down.”
   c. “As long as I keep my cool I'm in control of the situation.”
   d. “I handled that pretty well. Good job!”

The following self-instruction statement is an example of: “Remember relaxation. It's a lot better than anger.”
   a. Preparing for provocation
   b. Impact and confrontation
   c. Coping with arousal
   d. Reflecting on the provocation

Broden and colleagues found that the act of self-recording of disruptive behaviors leads to a dramatic decrease in these behaviors. This has been termed:
   a. Reactive effect
   b. Directional effect
   c. Significant effect
   d. Negative effect

Matching procedures are sometimes used to:
   a. Ensure student work matches the teacher objective
   b. Ensure accurate implementation
   c. Ensure students see similarities in various objects
   d. Ensure monitoring accuracy
Morgan and Jenson (1988) referred to self-management strategies as being among the more promising strategies to facilitate:

a. Mathematics ability
b. Reading ability
c. Maintenance of appropriate behavior
d. Generalization of appropriate behavior.