Multiple Choice
Identify the choice that best completes the statement or answers the question.

____ 1. Functional behavioral assessment:
   a. Only involves the occurrence of the target behavior.
   b. Only considers the student’s environment as a cause of the target behavior.
   c. Involves identifying social, cognitive, and/or environmental factors associated with the occurrence (and non-occurrence) of target behavior.
   d. Involves identifying environmental factors associated with the non-occurrence of the target behavior.

____ 2. The functional assessment observation form is a document that:
   a. Predicts aberrant behavior relative to times or consequences associated with the behavior.
   b. Predicts aberrant behavior based on a child’s cognitive ability.
   c. Predicts only times and consequences of wanted behaviors.
   d. Predicts desired behavior relative to times or consequences associated with the behavior.

____ 3. Functional behavior is NOT:
   a. A quick fix.
   b. An approach used to help a student with a behavior problem.
   c. A problem solving method.
   d. A group effort.

____ 4. A process of looking for patterns in what happens around and/or to the student just before and just after the problem behavior is:
   a. Pattern data.
   b. Taking notes.
   c. Prompting technique.
   d. Functional behavioral assessment.

____ 5. Functional assessment answers the question of:
   a. Which prompting strategy to use.
   b. What stimuli to use.
   c. What stimuli to use.
b. Why prompting works.  
d. What is the function of a child’s challenging behavior.

6. Every time his teacher places a math worksheet on his desk, Tommy begins to scream and cry. You may hypothesize that the function of his behavior is
   a. Escape
   b. Attention
   c. Tangible
   d. Sensory

7. A student continuously pounds his head with his hands. Later, you find that he is taking medication for ear infections. You may hypothesize that the function of his behavior is
   a. Escape
   b. Attention
   c. Tangible
   d. Sensory

8. An example of a primary reinforcer is
   a. A toy the student has not seen before
   b. A chocolate milkshake
   c. A book on his favorite topic such as the solar system or dinosaurs
   d. Extra time on the playground

9. An example of a secondary reinforcer is
   a. Gummy bears
   b. A nap
   c. Juice box
   d. A toy the student has not seen before

10. An example of a social reinforcer is
    a. Token for token board
    b. Access to highly preferred activities
    c. Smiles
    d. Ticket for extra time at recess

11. The most powerful reinforcement schedule to maintain a behavior is
    a. A 1:1 ratio schedule
    b. A robust schedule
    c. A thinned schedule
    d. An intermittent schedule
12. Manual restraint
   a. should only be used to prevent a student from harming himself, others, or objects
   b. can be used to force a student to perform an appropriate behavior
   c. includes the reinforcement of an alternate behavior
   d. can be performed by any member of the student’s team

13. Johnny always waits until his teacher repeats the question 3 times before answering, he most likely
   a. Has learned helplessness
   b. Is prompt dependent
   c. Is patient
   d. Is confused

14. An example of a visual prompt is
   a. Slowing rate of speech for students who have a hard time understanding directions
   b. Reading the directions out loud
   c. Writing the directions on the board
   d. Giving out reinforcers for the first student done with the assignment

15. The gradual removal of prompts is called
   a. Shaping
   b. Errorless learning
   c. Fading
   d. Modeling

16. Latency refers to
   a. The time between when a direction is given and a prompt is put in place
   b. The time between when an intervention is put in place and when the student starts to get better
   c. The time between when a direction is given and when the student begins his response
   d. Using time delay strategies to increase appropriate responses

17. In order to teach a more complex behavior
18. According to Crone and Horner (2003), all of the following assumptions about behavior must be made prior to beginning the FBA process EXCEPT:

a. Human behavior is functional
c. Human behavior is difficult to understand
b. Human behavior is predictable
d. Human behavior is changeable

19. A competing behavior pathway asks team members to develop strategies for all of the following areas EXCEPT:

a. Metacognitive strategies
c. Antecedent strategies
b. Setting event strategies
d. Behavior teaching strategies

20. If, on a school campus, more than 50% of behavioral referrals to the administrative office come from less than 10% of the classrooms, the following behavior systems need to be addressed first before working with individual students:

a. Schoolwide
c. Nonclassroom (e.g., cafeteria, hallways, recess)
b. Classroom
d. Individual student

21. When an IEP team reviews the effectiveness of a behavioral intervention plan to address the values, skills, resources, and routines of the people carrying out the plan, they are measuring:

a. The power of the reinforcement
c. The contextual fit of the behavioral plan
b. The appropriateness of the replacement behavior
d. The long-term impact of the behavioral plan

22. When monitoring the effectiveness of a behavioral intervention plan, it is most important to rely on:

a. Data-based decision making
c. Parent views on the validity of the plan
b. Student opinions about the plan  
d. The ease of implementation of the plan

23. To determine a student’s perception of their behavior and the variables that impact it in the environment, what assessment tool would be most appropriate? 

a. Direct observation of the student  
c. Teacher, parent/guardian, and student completion of a behavior checklist 

b. Completion of an ecological assessment  
d. Completion of a student interview

24. When a team meets to discuss data-based effectiveness of a behavioral intervention plan, they should ask all of these questions EXCEPT: 

a. Were the goals of the behavior support plan achieved?  
c. Should the instructional materials be changed? 

b. Was the intervention implemented as planned?  
d. In what ways should the intervention be modified? 

25. A teacher is teaching a replacement behavior to a student with a disability. On the first day, the student exhibits the replacement behavior correctly on two occasions prior to lunch, and then exhibits the inappropriate behavior when returning from lunch. The teacher should take this opportunity to: 

a. Punish the student for not displaying the appropriate replacement behavior  
c. Change the replacement behavior because the intervention is not working 

b. Implement an error correction strategy to reteach the steps of the replacement behavior  
d. Deliver no additional positive reinforcement for the rest of the day