

## Part I. Multiple Choice and Short Answer \_\_\_\_\_

1. Match each function of the behavior (left column) to the most appropriate intervention (right column). (4 points)  
**Target Problem Behavior: Screaming in class**

Function

Sensory or Automatic Reinforcement  
 (Auditory input) \_\_\_\_\_

Escape \_\_\_\_\_

Attention (peer) \_\_\_\_\_

Tangible/Activity \_\_\_\_\_

Intervention

A. Provide access to preferred item when student does not  
 scream for a specified amount of time

B. Provide engaging and appropriate instruction

C. Provide scheduled free time during which student can  
 hum, sing, and/or listen to music

D. Set up partner and group learning activities

2. Define "punisher," in Applied Behavior Analysis (ABA) terms. (1 point)
3. In Applied Behavior Analysis (ABA) terms, "positive" means (1 point):
4. What is a schedule of reinforcement? Describe how/when you'd use one. (2 points)
5. What is an extinction burst? (1 point)
6. Draw and label a PBS/RtI/MTSS triangle below. Use all of the following terms in your diagram (5 points):
- |                |           |                  |
|----------------|-----------|------------------|
| Tier III       | Few       | Tertiary         |
| Whole Group    | Some      | Secondary        |
| Small group    | All       | Primary          |
| Tier I         | Universal | Core Instruction |
| Individualized | Tier II   |                  |

Extra Credit: What is one of your favorite activities? How is your engagement in that activity reinforced? (1 point)

7. Define “reinforcer,” in ABA terms. (1 point)
  
8. List one “pro” and one “con” of punishment. (2 points)
  
9. Rona is a student in Ms. Neely’s class at First Street Elementary. Rona has been exhibiting elopement (running out of the classroom) for the past two weeks. Ms. Neely approached the principal for assistance. The principal and Ms. Neely should **first** determine whether which type of supports are in place? (1 point)
  - a. Tier I
  - b. Tier II
  - c. Tier III
  
10. Ms. Neely begins using a schedule of reinforcement for Rona, which includes opportunities to earn stickers. Ms. Neely also set up a signaling system between herself and Rona, so that Rona can ask for help without other students knowing. After a few days of implementing the schedule of reinforcement (stickers) and the communication system, Ms. Neely notices that Rona’s behavior hasn’t changed. What could be the reason? (1 point)
  
11. A parent of another student at First Street Elementary complained to the principal, “It’s not fair that students in the same class are getting treated differently. All the students should be treated the same way. Ms. Neely is showing favorites by giving Rona stickers.” Give one example of how the Principal should respond to this parent? (1 point)
  
12. Define negative reinforcement. (1 point)
  
13. Name one intervention you’d recommend for “attention-maintained” problem behavior. (1 point)
  
14. Give one specific classroom example of modeling (1 point).

15. Why is data collection so important when we are trying to change behavior(s)? Hint: How do we use data? (2 points)

16. Explain the relationship between good teaching, academic failure, and behavior problems. (2 points)

17. Revise the following classroom rules to make them better (2 points):

Don't run in the hallway.

Don't be late.

Don't speak without permission.

Don't get out of your seat.

## Part II. Essay Response

Directions: Please respond to your choice of **one** of the following essay prompts. Each response should be in the form of a multiple-paragraph essay. Please make sure that your responses are complete; be sure to address all components of each prompt you choose. (5 points)

**Essay #1:** You are the Principal of Sunrise Elementary School. A parent comes to you and tells you that her son has a diagnosis of Oppositional Defiant Disorder. She demands that her son be given 30 minutes of counseling each week, by the School Psychologist. The student does not have an IEP and his teachers say that he is doing well with the General Education curriculum. The teachers do, however, report that sometimes the student refuses to return to the classroom after recess. How would you respond to this parent? How would you help her to understand the differences between medical diagnoses/treatments and Special Education eligibilities/services? What might you propose to help the student? What might you propose to help the parent? Provide details regarding how you would respond to the parent.

**Essay #2:** A fellow teacher tells you that she wants to conduct an FBA for a student who has "meltdowns," and she wants your help. Define and describe Functional Behavior Assessment (FBA). Describe actions that should be taken *prior* to conducting an FBA (hint: How is FBA related to the three tiers of support?). What are the characteristics of an *Operational Definition* and why is it crucial to the success of the FBA? Include an operational definition of the target problem behavior that will be assessed. Describe how you would guide the teacher and what the next steps should be.

## Part III. Short Answer Scenario

Directions: Choose **one** scenario to respond to. Respond to all prompts/questions on the following pages, in reference to the one scenario you choose.

### Scenario #1: Joseph

Student information:

- 5<sup>th</sup> grade male
- Does not have an IEP
- Qualified as “Highly Gifted” in intellectual ability
- Problem Behavior(s): Physical aggression toward peers

FBA Data:

- Frequency: Aggression toward peers occurs daily, about twice per day on average.
  - Scatter Plot Data: Instances of aggression occur most often at recess and lunch.
  - MO/Setting Events: Occurrences of increased aggression were linked to sleep deprivation. Mother reported that Joseph often stays up late at night playing games online.
  - Antecedent(s): 1) Peer verbal interactions
  - Consequence(s): According to the ABC data, aggression appears to be maintained by escape from social interaction with peers
- 

### Scenario #2: Maria

Student information:

- 9<sup>th</sup> grade female student
- Eligible for Special Education services as a student with Autism
- Alternate curriculum, severely impacted by Autism
- Highly impacted vocal/verbal skills; uses approximately 4-5 words (total), only with prompts (not independently)
- Problem Behaviors: Head-hitting (self-injurious behavior)

FBA Data:

- Frequency: On average, head-hitting (self) occurs about 200 times per day.
  - Scatter Plot Data: Head-hitting occurs throughout the day, fairly consistently. However, lowest frequency occurred during lunch.
  - MO/Setting Events: None identified
  - Antecedent(s): 1) Task demands/directions given; 2) Transitions between tasks/staffing
  - Consequence(s): Head-hitting appears to be maintained by escape from tasks/demands and/or attention from adults
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Which scenario did you choose (circle one)?

Joseph

Maria

1. What questions would you ask the teacher, other school staff, parent(s)/guardian(s), and/or the student's IEP team? What additional information would you want to know, in order to suggest effective intervention(s)? Include at least two questions you would ask and identify whom you would ask. (2 points)
  
2. Provide an operational definition of the target problem behavior. (2 points)
  
3. Identify two antecedent-based strategies that would be appropriate for this student. Describe how one of these strategies would *prevent* the target problem behavior. (3 points)
  
4. Describe one functionally-equivalent replacement behavior (FERB) that you would recommend for this student. (1 point)
  
5. Identify one other skill/behavior that you recommend for teaching to this student. This doesn't have to be a FERB, just a new behavior from which you think the student would benefit. (1 point)

6. List two consequence-based strategies for this student:
- 1) Describe what the adults should do if the replacement behavior is exhibited.
  - 2) Describe what the adults should do if the target problem behavior occurs again.
- Additionally, please address how safety will be maintained for all students and staff. (3 points)

7. What type of data should be collected from this point forward? Who will collect the data? How often will data be collected? When will the team meet to review progress? (4 points)

Evaluation (not graded)\_\_\_\_\_

On a scale of 1-5, please rate this final (1 = very easy; 5 = very difficult):

1                      2                      3                      4                      5

On a scale of 1-5, please rate this final

(1 = unfair/invalid measure my learning; 5 = very fair/valid measure of my learning):

1                      2                      3                      4                      5

Please take a moment to reflect; write any questions and/or comments regarding the final and/or this course: