

## Chapter 1 Study Questions

1. PBS stands for:
  - a. Positive Behavioral Stand
  - b. Positive Behavioral Scheme
  - c. Positive Behavioral Support
  - d. Positive Behavioral Selection
2. Positive Behavioral Supports:
  - a. are based on functional behavioral assessments.
  - b. are implemented in isolation of any other procedure or plan.
  - c. are based on the belief that people will change if given enough time.
  - d. include behavioral feedback.
3. Positive Behavioral Supports focus on:
  - a. deficit thinking.
  - b. personal competence or quality of life thinking.
  - c. ways to control or manipulate the person.
  - d. getting rid of the challenging behavior.
4. List at least three questions teams may need to ask when a challenging behavior needs to be addressed.
5. List three times when informed consent must be obtained.

### True and False

- \_\_\_\_\_ 6. Consent of the person and/or their guardian must be obtained before implementation of restrictive procedures.
- \_\_\_\_\_ 7. Staff should never expect to have feelings of fear or resentment when challenging behaviors occur.
- \_\_\_\_\_ 8. Positive Behavioral Support avoids the use of restricting rights.
- \_\_\_\_\_ 9. Positive Behavioral Support is based on teaching new skills rather than suppressing unwanted behavior.

## Chapter 2 Study Questions

1. It's critical that we use descriptive terms when discussing behavior because
  - A. The agency needs it to be accredited
  - B. So all team members are focused on the same behavior.
  - C. So the behavior can have consequences.
2. An example of a specific observable description is
  - A. agreeable
  - B. kicking
  - C. angry
  - D. upset
3. Using \_\_\_\_\_ language will help in data collection and measuring changes.
4. When a behavior has been defined correctly:
  - It can be \_\_\_\_\_ and \_\_\_\_\_
  - Others will \_\_\_\_\_ when it occurs
5. T F An ABC data collection is a method to record what happens one hour before the behavior and one hour after the behavior.
6. In ABC recording:
  - \_\_\_\_\_ refers to what happens right before the target behavior
  - \_\_\_\_\_ refers to what the person said or did (the observable and measurable behavior.
  - \_\_\_\_\_ refers to what happens immediately after the target behavior.
7. T F Changing the antecedent or the consequence can change the behavior.
8. T F A consequence is a reinforcer if it increases the occurrence of the behavior.
9. List three questions the team should ask to determine if the behavior needs formal intervention.
10. What is meant by finding reinforcers that are "natural" to the activity?

### Chapter 3 Study Questions

1. T F All behavior has communicative intent.
2. T F All people communicate.
3. T F Functional assessments are done to understand what maintains a challenging behavior.
4. T F A functional assessment is a collection of opinions from people who work with the person.
5. T F The most important reason for conducting a functional assessment is to find the answer to the question, "What is the person's favorite reinforcer?"
6. The first step in conducting a functional behavioral assessment is:
  - a. Find out what triggers the behavior.
  - b. Find out what the person thinks about their behavior.
  - c. Agree upon the definition of the behavior.
  - d. Do a data collection analysis.
7. A functional assessment may include
  - a. Interviews.
  - b. Review of records.
  - c. Observations.
  - d. All of the above.
8. FBA stands for
  - a. Functional behavioral antecedent.
  - b. Functional behavioral anecdote.
  - c. Functional behavioral appreciation.
  - d. Functional behavioral assessment.
9. List at least two methods of data collection.
10. List two ways staff or caregivers can make data collected meaningless.

## Chapter 4 Study Questions

1. Being proactive means \_\_\_\_.
  - a. using what we know about people to assist in preventing challenging behavior
  - b. using consequences to manage behavior
  - c. using reinforcers
  - d. getting rid of excessive behaviors
2. Staff appropriately release power and control to people receiving support by \_\_\_\_.
  - a. offering choices
  - b. letting them do whatever they want
  - c. withholding information
  - d. letting people learn from their mistakes
3. People can gain control in their lives by \_\_\_\_.
  - a. learning about options
  - b. letting others make decisions for them
  - c. learning to do things perfectly before moving to the next learning goal
  - d. asking for approval
4. T    F    Long sentences in conversations or direction can contribute to challenging behavior if the person has trouble understanding what you are trying to communicate.
5. T    F    Positive rapport with people includes being responsive to attempts of others to socialize.
6. T    F    Positive rapport between staff and individuals reduces challenging behaviors.
7. T    F    Being able to express oneself in his/her personal space will enhance a person's quality of life.
8.        List at least three ways environments can be made positive and encouraging.
9.        Why is it a good idea to discuss how the community and others may react to challenging behavior rather than how you personally feel about the behavior?
10.       List three choices you made today. Are these choices available to the people you support?

## Chapter 5 Study Questions

1. An example of a social skill deficit would be:
  - a. Discussing other people.
  - b. Talking out loud during a sermon at church.
  - c. Teasing a friend.
  - d. Talking on the phone for hours.
2. List one example of a social skill for each category:
  - a) Survival skills:
  - b) Interpersonal skills:
  - c) Problem-solving skills:
  - d) Conflict resolution skills:
3. Explain how to model social skills using self-talk.
4. Why is it important to have positive expectations?
5. T F Social autopsies are used as lessons explaining how the skill should be used.
6. T F Social autopsies are used before the social skill is used.
7. T F Social articles are stories that describe a situation that provide a person with information that will help them when the situation does occur.
8. T F An artificial reinforcer is something that is not natural to the circumstance.
9. T F It is not important to individualize the use of a reinforcer because most people like the same things.
10. T F It is important to move away from using primary reinforcers toward more natural reinforcers as soon as possible.

## Chapter 6 Study Questions

1. Blocking is a technique used to \_\_\_\_\_.
  - a. hit or move someone out of the way
  - b. punish
  - c. require more time
  - d. obstruct a behavior from occurring or continuing
2. Social disapproval should be used when \_\_\_\_\_.
  - a. a person is beginning to become physically aggressive
  - b. a person begins to swear, yell or threaten
  - c. when someone is emotional
  - d. the behavior is out of control
3. Explain why reinforcing alternative behavior is an important part of positive behavioral support.
4. Describe how to extinguish swearing.
5. Restrictive techniques are used \_\_\_\_\_.
  - a. with approval of the Behavior Management Committee
  - b. with the approval of the Human Rights Committee
  - c. if the agency policy permits the technique
  - d. all of the above are necessary
6. List at least three techniques that would require committee approval.
7. T F It is a good idea to mentally rehearse the proper response to a challenging behavior.
8. T F Moralizing and responding in long sentences to a challenging behavior is a good disengaging technique.
9. T F Paraphrasing the essential points of a person's concerns is a good interrupting tactic.
10. List at least three problems with using punishment.

## Chapter 7 Study Questions

1. List at least three essential parts of a behavioral support plan.
2. Beside each team member list their role in the development of the behavioral support plan:  
  
Psychologist or Behavioral Analyst-  
  
Direct Support Staff –  
  
Guardian or Parent-  
  
Case Manager –
3. T F The functional behavioral assessment is completed after the team meets to agree on the hypothesis.
4. T F After the challenging behavior is brought to the attention of supervisors and team members, the team meets to agree on the definition and if intervention is needed.
5. T F Staff are not responsible for any data collection while the functional assessment is being conducted.
6. T F Behavioral support plans often fail as the result of not following the strategies as written.
7. Positive behavioral support plans should:
  - a. Provide punishing consequences that will get rid of the behavior.
  - b. Make staff deliver reinforcers when the behavior occurs.
  - c. Teach and encourage desired and replacement behaviors.
  - d. Be monitored annually to determine if progress has been made.
8. A clear definition of the challenging behavior is needed so that
  - a. All team members are focusing on the same issue.
  - b. The guardian won't sue the agency.
  - c. We can focus on the person's problems.
  - d. That is what accreditation requires.
9. One way to help staff implement the plan consistently is to
  - a. Give all team members praise.
  - b. Provide consistent feedback on how the plan is going.
  - c. Put one person in charge of the plan.
  - d. Concentrate on subjective data.
10. List one reason why a positive behavioral support plan may need revision.