

## Chapter One: Study Questions:

1. Universal supports are an array of positive \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ that help us to teach and support positive behavior even when a behavior plan is not in place.

### True or False

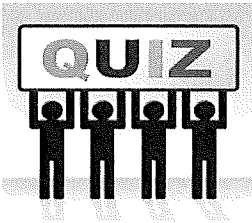
2. \_\_\_\_\_ Universal support for behavior is provided at the discretion of the DSP.
3. \_\_\_\_\_ Universal support must be consistently available in all environments.
4. \_\_\_\_\_ Only the supervisor is responsible for assuring that universal support is available.
5. \_\_\_\_\_ Some people with significant support needs cannot learn appropriate behavior.
6. \_\_\_\_\_ The number of staff on a shift is more important in providing universal support than the number of meaningful activities.
7. \_\_\_\_\_ Using the teachable moment is more important than intervening early.

8. Name the five essential elements of universal support for behavior.

- a.
- b.
- c.
- d.
- e.

9. Describe how access to meaningful activities helps people learn about appropriate social behavior.

10. Give two examples of "hidden" social expectations that a person you support might need to learn to meet.



## Chapter 2 Study Questions

1. When \_\_\_\_\_ are not in place or functioning well, the likelihood of plan failure is high.

2. Match considerations for introducing an intervention plan with its description:

A. Communication	_____ Opportunities to engage in meaningful activities.
B. Safety	_____ Believing that a person can learn new behaviors.
C. Active Support	_____ Managing the risk of injuries or misuse of power.
D. Setting Events	_____ Preventing triggers that act as a signal to use a challenging behavior.
E. Antecedent Intervention	_____ Controlling events that increase the likelihood of using a positive or negative behavior.
F. Realistic Expectations	_____ Assuring staff are knowledgeable about plan details.

3. Evaluate the support environment where you work against key predictors of safety:

- Are there sufficient numbers of staff to carry out behavioral support plans?
- Are staff adequately trained and familiar with the person and his/her support needs?
- Are all new or temporary staff familiar with interventions for each consumer/setting?
- Is there adequate on-site supervision?
- Do supervisors provide on-site training, encouragement, and assistance?
- Is appropriate staff time must be devoted to direct support of consumers?
- Do high turnover/absenteeism compromise consistent behavioral supports?

4. List 3 reasons for increasing active support before implementing a plan:

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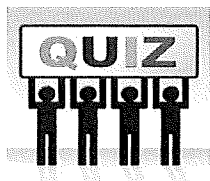
- Learning functional skills decreases \_\_\_\_\_ on others, thereby turning over power and control to the individual served.
- Insufficient ongoing activities to support the development of functional skills, creates an environment where the success of a formal PBS intervention is \_\_\_\_\_.
- When plans are not consistently implemented and monitored for effectiveness, learning is \_\_\_\_\_ likely to occur.
- If staff view themselves as \_\_\_\_\_ rather than care providers, and are reinforced by supervisors to do so, opportunities for engagement in a variety of activities will occur naturally.

9. What impact do improvements in quality of life have on challenging behavior?
10. For many individuals, challenging behavior is a logical reaction (from their perspective) to gain \_\_\_\_\_ over their lives.
11. People with friends and significant people in their lives who care about them and for whom they care about have improved\_\_\_\_\_.
12. \_\_\_\_\_ can be used to reduce challenging behavior by decreasing the support needed in personal hygiene routines, eliminating challenging behavior that has a communicative intent, expanding self-directed recreation and leisure options, and overcoming transportation barriers.
13. The more frequently\_\_\_\_\_ is present in the support environment, the more likely it is that the plan will be carried out in the correct manner.
14. When choices are respected by others, competence \_\_\_\_\_ and challenging behaviors \_\_\_\_\_.
15. PBS plans shift staff attention from \_\_\_\_\_ to filling the person's day with more \_\_\_\_\_ for the many accomplishments.
16. When designing setting event interventions, it is important to look at the events associated with \_\_\_\_\_ behaviors in addition to \_\_\_\_\_ behavior.
17. List at least three setting events or antecedents for challenging behaviors, in people receiving support from your agency. Identify the setting event and the problem behavior that results.
- a.
  - b.
  - c.
18. For the setting events and challenging behaviors listed in the previous question, indicate how four or more of the following interventions could be used to prevent the occurrence of these behaviors. Briefly explain how each intervention strategy is or could be implemented:
- a. Maximize the Setting Events
  - b. Minimize Setting Events
  - c. Neutralize Setting Event
  - d. Use Medication
  - e. Prompt Positive Behavior

- f. Promote Positive Interactions-
- g. Eliminate the Trigger
- h. Fading In
- i. Increase Triggers for Appropriate Behavior-
- j. Modify the Antecedents
- k. Set Realistic Expectations
- l. Make Task Easier or Meaningful

19. Make the Task Easier or Less Aversive. There are many ways we can change tasks to decrease the probability that challenging behavior will occur. Give an example of how you might apply each of the following modifications for tasks that people with challenging behavior whom you support find aversive.

- Use behavioral momentum:
- Use scheduling.
- Clarify expectations.
- Positive directions.
- Modify the task.
- Provide more support.
- Teach the person how to ask for help or ask for a break.
- Make the task more meaningful.
- Plan bridging activities.
- Use the Premack Principle



### Chapter 3 Study Questions

1. More often than not, challenging behavior is evidence of a \_\_\_\_\_.
2. The goal of the PBS plan is to teach the person \_\_\_\_\_ that are appropriate ways to meet his or her needs, promote \_\_\_\_\_, and enhance \_\_\_\_\_ to people and activities.
3. What problem can occur if the team does not identify a replacement behavior to teach/encourage?
4. Chose the Correct Answer: Skills selected to replace challenging behavior \_\_\_\_\_.
  - a. have to receive the same payoff or reinforcing event that the challenging behavior is currently serving
  - b. must allow the person to obtain something important OR get out of something unwanted.
  - c. needs to be easier and more efficient than the challenging behavior
  - d. all of the above
5. What additional criteria need to be considered when selecting replacement skills for individuals with cognitive disabilities?
6. Chose the Correct Answer: Systematic instruction involves using individualized:
  - a. instructional cues/prompts.
  - b. effective teaching methods (e.g., task analysis, shaping and fading procedures).
  - c. feedback (error correction and reinforcement).
  - d. all of the above.
7. \_\_\_\_\_prompting strategy has been shown repeatedly through applied research to be the most effective way to determine the amount of support to provide a learner.
8. The most important criteria when selecting prompts is to match the prompt to the \_\_\_\_\_ and \_\_\_\_\_ of the individual supported.
9. Whenever prompts are used to teach new behavior, prompts need to be \_\_\_\_\_ as soon as possible.
10. How can plan authors ensure that staff will fade prompts as the person learns?
11. What are the major advantages and disadvantages of naturalistic teaching?
12. How can we include plans for generalization in the PBS plan?

13. What are three ways to develop a good teacher-learner relationship before attempting to teach?

- a.
- b.
- c.

Match the term with its description: (Terms can be used more than once.)

a. Generalization	___14. Teaching a behavior gradually, usually in a step- by-step fashion, gradually building upon what the person learns.
b. Shaping	___15. The person demonstrates a skill in a variety of settings, during a variety of activities, and in the presence of many different people.
c. Modeling	___16. The learner is given a chance to imitate the behavior. The person is provided feedback that specifies what was done correctly and what to change.
d. Conditioning	___17. Allows for practice to take place in a safe, artificial setting before the skills must be used in the actual setting.
e. Preference-Based Teaching	___18. A systematic approach for helping people with developmental disabilities enjoy learning without challenging behavior.
f. Rehearsal	___19. An ineffective consequence (natural reinforcer), immediately follows the behavior you are teaching and the natural consequence is immediately followed by the effective consequence.

20. General instructions to support learning in one-to-one teaching include:

- a. Find a way to offer at least one \_\_\_\_\_ before and after each teaching session.
- b. Avoid interrupting a \_\_\_\_\_ activity to conduct a teaching session.
- c. If the learner prefers a consistent routine from day to day, build \_\_\_\_\_ into the timing of teaching sessions.
- d. \_\_\_\_\_ as many distractions as you can, especially when you first begin using one-to-one sessions.

- e. Begin each session with a skill or a step in the skill that the learner performed \_\_\_\_\_ in the past.
- f. Do not begin if the person is engaging in a \_\_\_\_\_ behavior.
- g. Use the teaching session to \_\_\_\_\_ appropriate behaviors other than those targeted in the formal teaching plan.
- h. Record \_\_\_\_\_ after each trial.
- i. \_ if the person shows signs that he or she wants to end the session.
- j. Whenever possible, end the session after a \_\_\_\_\_ trial.

- 21. What should staff do when a learner with a cognitive disability makes an error during a teaching session?
- 22. If a replacement behavior is reinforced each time it occurs, then the behavior is on a \_\_\_\_\_ schedule of reinforcement
- 23. If a behavior is reinforced every "X" number of times the behavior occurs, then the behavior is on a \_\_\_\_\_ schedule of reinforcement.
- 24. If a behavior is reinforced on an **average** of every "X" number of times the behavior occurs, the behavior is on a \_\_\_\_\_ schedule of reinforcement.
- 25. On a \_\_\_\_\_ schedule of reinforcement, the person is reinforced for a specific behavior after a fixed amount of time has passed.
- 26. If the replacement behavior is followed by a reinforcer after there has been an **average** of "X" amount of time, then the behavior is on a \_\_\_\_\_ schedule of reinforcement, abbreviated "VI."

**Match the term with its description:** (Terms can be used more than once. Some questions have more than one answer.)

<ul style="list-style-type: none"> <li>A. Variable Interval</li> <li>B. Continuous Reinforcement</li> <li>C. Variable Ratio Schedule</li> </ul>	<ul style="list-style-type: none"> <li>___ 27. When the person can perform the behavior but it is not occurring as often as desired.</li> <li>___ 28. When a behavior should occur often but when staff are unable to be around all the time to reinforce the behavior.</li> <li>___ 29. When teaching a new behavior. When increasing an already existing behavior which is not occurring frequently enough and a pause in behavior is not wanted.</li> <li>___ 30. Behavior resistant to change - Easy to fade reinforcers.</li> </ul>
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## Chapter 4: Study Questions

1. Behaviorists recommends that plan authors do all of the following except\_\_\_\_\_.
  - a. anticipate every challenging behavior the person has ever done in the past
  - b. provide clear instructions for staff to use when challenging behavior occurs
  - c. give staff general rules for occasions when a challenging behavior occurs.
  - d. include scripts for how to respond to the most common and dangerous situations.
2. Why are punishment procedures generally ineffective?
3. What are the desired outcomes of consequence interventions?
4. Why is it important to include reactive strategies within a positive behavior support plan?
5. When selecting an intervention procedure, an effective procedure that is the \_\_\_\_\_intrusive should be selected.
6. When any behavior is to be reduced or eliminated, a\_\_\_\_\_, appropriate alternative should be taught simultaneously.
7. Movements to more intrusive interventions must be\_\_\_\_\_.
8. Reactive support strategies that are considered intrusive or aversive require\_\_\_\_\_before implementation.
9. When the person receiving support is at the peak of an escalating sequence of behaviors, interventions are focused on\_\_\_\_\_until redirection is possible again.
10. What is the purpose of a crisis support plan?
11. What are some potential problems with extinction procedures?
12. What points would you share during coaching on "Social Disapproval" procedures?
13. What are the essential components of crisis support plans?

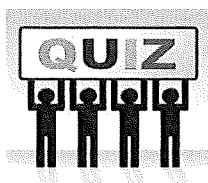
### True and False



14. If the choice is between a less intrusive strategy that is not likely to be effective, and a slightly more intrusive but effective strategy, the effective procedure is more appropriate.
15. If possible, the social disapproval should be given only once.
16. Moralizing or giving explanations at the time of the challenging behavior may prompt arguing. It also results in attention that may be reinforcing for the individual. If explanations are needed, they should be given at a neutral time.

**Match the term with its description or outcome: (Terms can be used more than once.)**

A. Redirection	___17. Reinforcement of one behavior and the withholding of reinforcement for another
B. Differential Reinforcement	___18. Well-timed, supportive techniques that stop the escalation of strong emotions
C. Interruption	___19. Withholding reinforcement for a behavior that was previously reinforced
D. Extinction	___20. Preferred strategy that employs a positive approach to behavior reduction. This procedure takes time and shouldn't be used with challenging behavior that is dangerous.
E. Social Disapproval	___21. Guiding the person to a more positive interaction.
F. Response Cost	___22. Non-confrontationally divert the person's behavior to a familiar activity in which he is likely to engage and be successful.
G. Time Out	Avoid calling attention to the challenging behavior.
H. Restraint	___23. Avoid using this intervention if the function of the person's challenging behavior is to avoid demands or requests
	___24. Avoid using this intervention if the person wants to be ignored
	___25. Do not use this procedure if the behavior cannot be safely ignored
	___26. A procedure in which a specific amount of available reinforcers are contingently withdrawn (following a the challenging behavior) in an attempt to decrease the behavior
	___27. A consequence which involves the removal of a person from a reinforcing situation and placement into a non-reinforcing situation for a specific amount of time
	___28. Short statements informing the person that the behavior in which he/she is engaging is inappropriate and it should stop
	___29. Partial or total immobilization of a person through the use of drugs, mechanical devices such as leather cuffs, or physical holding by another person



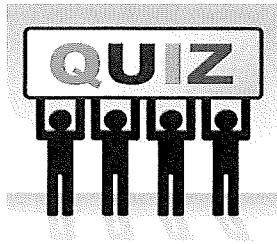
## Lesson 5 Study Questions

1. Name three reasons for why we collect data?
2. When selecting a data collection system, it is important to evaluate whether or not the instrument measures the \_\_\_\_\_ of the behavior with which we are concerned and if there are sufficient \_\_\_\_\_ to accurately use this method.
3. When using a frequency count, the higher the frequency of the behavior, the \_\_\_\_\_ the observation period needs to be.
4. Behavioral measurement should be completed \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ developing and implementing the support plan.
5. What steps can be taken to help ensure that data will be collected accurately?
6. Why graph data?
7. What is the best format for sharing data with consultants?
8. Data collection methods are determined by the \_\_\_\_\_ the behavior and the \_\_\_\_\_ of the intervention plan.

### Match the measurement method with its description

1. Frequency Recording	___ 9. Used when the focus of the intervention is to improve the quality of performance.
2. Rate measures	___ 10. Used for behaviors that would be measured by frequency recording when the length of the observation time periods vary.
3. Accuracy Measures	___ 11. Used when behavior is obvious and has a well-defined beginning & end; when there is no typical pattern of occurrence; and the behavior occurs several times a day.
4. Interval Recording	___ 12. Used to analyze the antecedents and consequences that may be controlling behavior.
5. Latency Measures	___ 13. While it is only an estimate, it may be more accurate than a frequency count of behaviors that occur at a high frequency (interactions with others) or subtle behaviors (nail biting).
6. Duration Recording	___ 14. Used to determine how long it takes the person to begin performing a particular behavior once the stimulus has been presented.
7. Permanent Product Recording	
8. Continuous Recording,	
9. Anecdotal Records (ABC)	
10. Behavioral Checklists	

1. Frequency Recording 2. Rate measures 3. Accuracy Measures 4. Interval Recording 5. Latency Measures 6. Duration Recording 7. Permanent Product Recording 8. Continuous Recording, 9. Anecdotal Records (ABC) 10. Behavioral Checklists	____ 15. Narrative describing in sequence all behaviors observed. ____ 16. Used when a precise behavioral definition of the behavior is possible; when we want to know how long the person engages in a specific behavior. ____ 17. Used when the behavior does not have an easily defined beginning and ending (chewing); more than one person's behavior is being recorded (on task behavior); if the intervention plan is designed to reinforce someone after a certain length of time in which no challenging behavior has occurred (no hitting, kicking,); the behavior is subtle (nail biting). ____ 18. Used when the behavior results in a tangible outcome; when the person has consistently and appropriately engaged in the behavior for a long time; when the staff member is not present to observe the behavior. ____ 19. Used to measure completion of tasks which have a predictable time or place of occurrence. Can be used to monitor completion of self- care tasks or work assignments. They can also be used to record steps completed in a complex task . ____ 20. We can't be sure who actually performed the behavior or how long it took. We don't know the length of time it took to produce the product or any difficulties the person encountered. ____ 21. Not Recommended If: The behavior is occurring at such a high rate that an accurate count is impossible (pencil tapping); When the behavior occurs for extended periods of time (watching television); The behavior is not very obvious.
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## Chapter 6: Study Questions

1. The term \_\_\_\_\_ means using the techniques called for in the plan and not introducing other techniques that are contra-indicated by the FBA.
2. Staff will understand the value of collecting data if the recording methods \_\_\_\_\_ and are \_\_\_\_\_ during or after a busy shift.
3. Identify 8 responsibilities of anyone implementing the behavior plan.
4. The \_\_\_\_\_ gives each team member a clear at-a-glance summary of what is maintaining both the problem and the replacement behavior.
5. DSPS are much more likely to implement a plan with fidelity if \_\_\_\_\_.
6. A \_\_\_\_\_ strategies are those strategies that take into account or are a match for the team's understanding of what is maintaining the behavior.
7. Name 5 questions a team leader should ask to assure team buy-in for the plan.
  - a.
  - b.
  - c.
  - d.
  - e.
8. Name 5 items that belong in the evaluation component of a plan.
  - a. A \_\_\_\_\_ that is reasonable based on current performance and is focused on increasing replacement behavior and decreasing problem behavior
  - b. A \_\_\_\_\_ focused on increasing desired behavior
  - c. Specific \_\_\_\_\_ that will be used to evaluate progress
  - d. Specific activities/procedures/forms to evaluate the \_\_\_\_\_ aimed at improving the person's quality of life
  - e. A \_\_\_\_\_ when the team will next meet to review progress
9. One of the team leader's responsibilities is to ensure the PBS written document is in a format that direct support staff can \_\_\_\_\_.

## True and False

- 10. Diverse settings means all the different places where a plan may need to be carried out.
- 11. Plan resources need not be developed until the plan has been approved.
- 12. Dignity and respect are more powerful than salary in retaining staff.
- 13. When plans are found to be ineffective, staff remain committed.
- 14. A plan can be implemented whenever the team decides it is appropriate.

15. What are some ways you can show direct support staff that you value their work and respect their efforts?

16. A supervisor's first approach when errors are made in the implementation of a positive behavior support plan should be to \_\_\_\_\_. The second step is to provide \_\_\_\_\_ and to identify \_\_\_\_\_ for following the plan.

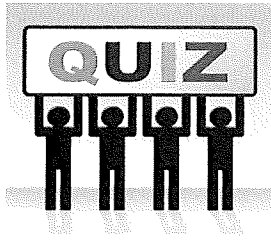
17. Who is responsible for training and supervising the implementation of PBS plans?

18. The most effect way of assuring that plans are implemented as designed is to provide \_\_\_\_\_

19. Training for staff on PBS plans should include

- a.
- b.
- c.

## Chapter 7: Study Questions



1. We can say a trend exists in the data when there are \_\_\_ or more successive data points in the same direction.
2. Trends in data indicate the \_\_\_ of the support plan.
3. In addition to decreases in challenging behavior, what other types of data might the team want to collect?
4. Data collection tools should be easy to \_\_\_ and easy to \_\_\_\_.
5. \_\_\_ of data collected several hours after an intervention or behavioral event is questionable.
6. Data must be used on an ongoing basis to \_\_\_\_\_ or it should not be collected at all.
7. What is likely to happen if there is no connection between data collected and the interventions included in the plan?
8. \_\_\_\_\_ refers to the match between how the plan is implemented and the original plans upon which team members agreed.
9. \_\_\_\_\_ refers to the extent to which the PBS plan is compatible with the people implementing the plan and the setting in which the interventions are implemented.
10. If there are numerous instances of missing data or inconsistencies in the data, what might be the problem?
11. Functional Behavioral Assessment (FBA) and PBS interventions are \_\_\_\_\_ processes rather than events with a beginning and end.
12. What are the three most common reasons that PBS plans fail to change behavior? a.  
b.  
c.
13. After systematic observations, the team has determined that the plan is being implemented correctly and consistently, what is the next step?
14. When support plans include interventions that are considered restrictive, regulatory agencies and accreditation bodies require \_\_\_\_\_.
15. What steps must be taken prior to the implementation of support plans that include restrictive procedures?

### True and False

16. If there is no connection between data that is collected, and the interventions included in the PBS plan, staff will view the plan and data collection as a waste of their time.