

Module 15 Feedback Exercises

Feedback Exercise 1

- _____ 1. Jenn stays in her room during her spare time.
- _____ 2. Jenn is withdrawn
- _____ 3. Sam is untidy.
- _____ 4. Sam throws his clothes on the floor by his bed every night
- _____ 5. Joe frequently smiles.
- _____ 6. Joe is happy.
- _____ 7. Holly always says “please” and “thank you.”
- _____ 8. Holly is a well-mannered person.
- _____ 9. Mary does not speak.
- _____ 10. Mary is shy.

Feedback Exercise 2

- _____ 1. William is lazy.
- _____ 2. Lee arrives at work 10 minutes early each day.
- _____ 3. Josie can read all of the words on her grocery list.
- _____ 4. Kayla is very dependent on others.
- _____ 5. Tyler is well-adjusted.
- _____ 6. Samantha can tie her shoes without help.
- _____ 7. Nick acts silly when he’s with other teenagers.
- _____ 8. Alexandra always finishes her work assignments.
- _____ 9. Ingrid has poor self-care skills.
- _____ 10. John always says “thank you” after he receives his order at the restaurant.

Feedback Exercise 3

- 1. Jon is aggressive toward others

- 2. Faith is a productive employee.

- 3. Hannah communicates poorly.

4. Dominic was unhappy this morning.

5. Liz is a very well- adjusted person.

Feedback Exercise 4

- _____ 1. Will pay for her items
- _____ 2. The employee at the grocery store
- _____ 3. Using her assistive communication device
- _____ 4. Following a demonstration of how to drain pasta
- _____ 5. Without an error
- _____ 6. With 95 percent accuracy
- _____ 7. Will set the oven temperature
- _____ 8. Mary
- _____ 9. During a two-hour work shift
- _____ 10. With partial physical assistance
- _____ 11. Will signal to get off the bus at the correct stop
- _____ 12. For five consecutive sessions
- _____ 13. Will stuff 25 envelopes
- _____ 14. In the kitchen
- _____ 15. For 10 minutes
- _____ 16. When arriving at work
- _____ 17. With 80% independence on the task analysis
- _____ 18. Sara
- _____ 19. Given four possible dinner choices
- _____ 20. Without assistance

Feedback Exercise 5

- _____ 1. Mary will recognize her stop for getting off the bus.
- _____ 2. Mary will not have an emotional outburst.
- _____ 3. Mary will understand how to use the Internet to find a recipe.
- _____ 4. Mary will swim 10 laps at the YMCA
- _____ 5. Mary will pay the correct amount for her groceries.
- _____ 6. Mary will appreciate how to cook a three-course meal.
- _____ 7. Mary will be aware of the weather.
- _____ 8. Mary will use her communication device to order at a restaurant.
- _____ 9. Mary will behave herself.
- _____ 10. Mary will put her dirty lunch dishes in the dishwasher.

Feedback Exercise 6

1. Given 10 pieces of clean silverware, Mary will put the silverware_in the correct spots of the silverware tray in 9 out of 10 trials.
2. Without being reminded, Mary will wash her hair every third day for six consecutive weeks.
3. After putting her dirty clothes in the washing machine, Mary will turn the dial to the correct setting on the first try when tested on five consecutive days.
4. Given a single bed and a single fitted sheet, Mary will put the sheet on the bed, fitting all four corners of the sheet to the appropriate corners of the mattress for five consecutive trials.

Feedback Exercise 7

1. Given 10 pieces of clean silverware, Mary will put the silverware in the correct spots of the silverware tray in 9 out of 10 trials.

Cr-1:

Cr-2:

2. Without being reminded, Mary will wash her hair every third day for six consecutive weeks.

Cr-1:

Cr-2:

3. After putting her dirty clothes in the washing machine, Mary will turn the dial to the correct setting on the first try when tested on five consecutive days.

Cr-1:

Cr-2:

4. Given a single bed and a single fitted sheet, Mary will put the sheet on the bed, fitting all four corners of the sheet to the appropriate corners of the mattress for five consecutive trials.

Cr-1:

Cr-2:

Feedback Exercise 8

1. Mary will staple five stacks of papers, using an electric stapler, during the first 15 minutes of her work shift for 10 consecutive trials.

Condition(s):

Behavior:

Cr-1:

Cr-2:

2. Given a cell phone with pre-programmed phone numbers, Mary will find the telephone number for her employer, within three minutes of being asked in five consecutive tests.

Condition(s):

Behavior:

Cr-1:

Cr-2:

3. Before dinner, Mary will set the table with plates, cups, and silverware in the proper spots within five seconds of being asked, 8 out of 10 times.

Condition(s):

Behavior:

Cr-1:

Cr-2:

4. When shown 5 articles of clothing including three that are appropriate for cold weather, Mary will point to all three of the winter clothing items within 30 seconds of being asked in four out of five trials.

Condition(s):

Behavior:

Cr-1:

Cr-2:

5. In the morning, Mary will brush her teeth on the top and bottom fronts and sides for 60 seconds for 14 consecutive mornings.

Condition(s):

Behavior:

Cr-1:

Cr-2:

6. At the end of each work shift, Mary will give her completed work to her supervisor for five consecutive working days without being told.

Condition(s):

Behavior:

Cr-1:

Cr-2:

Feedback Exercise 9

1. While eating, Tom will use silverware, for foods which should not be eaten with fingers, for 12 consecutive meals.

Condition(s):

Behavior:

Cr-1:

Cr-2:

2. Linda will hang up her coat every day when she returns from work for 10 working days in a row.

Condition(s):

Behavior:

Cr-1:

Cr-2:

3. When asked to do so, Lucas will put on his pullover shirt within six seconds for six consecutive trials.

Condition(s):

Behavior:

Cr-1:

Cr-2:

4. Brynn will wash and peel the carrots for the vegetable snack bowl every Thursday afternoon for three consecutive weeks.

Condition(s):

Behavior:

Cr-1:

Cr-2:

5. Jack will enjoy his food without being messy at the majority of his meals.

Condition(s):

Behavior:

Cr-1:

Cr-2:

Feedback Exercise 10 Part A

1.

2.

3.

4.

Feedback Exercise 10 Part B

Name: _____

Dates: _____

Observer: _____

Behavior Recorded: _____

[illegible]

Feedback Exercise 11 Part A

Activity/ Start & End Time	Antecedents					Behavior					Consequences					Total
	Request/Prompt	Being Ignored	Transition	Hard Task	Other	Hitting	Kicking	Screaming	Runs away	Other	Attention	Time out	Gets out of task	Teacher/aide yells	Other	# of incidents of challenging behaviors by activity
Arrival at Campus 8:00 – 8:05			1 2 3			1 2		1 2	3					1 2 3		<u>3</u>
Independent Living 8:05-9:00	4 5 6			4 5 6					4 5 6				4 5 6			<u>3</u>
Bathroom Break/Snack 9:00-9:30				7				7						7	7	<u>1</u>
Job 9:30-11:30	8 9 10 11 12		8 9 10 11 12	8 9 10 11 12					8 9 10 11 12				8 10 11 12	9		<u>5</u>
Lunch 11:30-12:00																<u>0</u>
Total # of incidents per category	<u>8</u>	<u>0</u>	<u>8</u>	<u>9</u>	<u>0</u>	<u>2</u>	<u>0</u>	<u>3</u>	<u>9</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>7</u>	<u>5</u>	<u>1</u>	

Feedback Exercise 11 Part B

What is the most frequent antecedent(s) for this learner's challenging behavior(s)?

What is the most frequent challenging behavior(s) that this learner exhibits?

What is the most frequent consequence(s) for this learner's challenging behaviors?

Based on the data, what do you believe is the function/purpose that the challenging behavior(s) is serving for this learner?

What is one antecedent intervention that you could implement to support this learner?

What is one consequence intervention that you could implement to support this learner? The consequence intervention must always include a replacement behavior that serves the same function as the challenging behavior.

Feedback Exercise 12 Part A

1. List the four behaviors that were observed and recorded.
 - a.
 - b.
 - c.
 - d.
2. Who was the observer?
3. Did Alexis bathe on 6/10?
4. Did Alexis brush her teeth on 6/12?
5. On which day did Alexis complete the most grooming tasks?
6. Which one of the four grooming skills did Alexis complete most often?
7. Which one of the four grooming skills did Alexis complete least often?

8. On 6/13, a slash mark (/) is recorded for brushed teeth. What does this mean?

9. On which task did Alexis score 100%?

10. On what day did Alexis score 50% for tasks completed?

Feedback Exercise 12 Part B

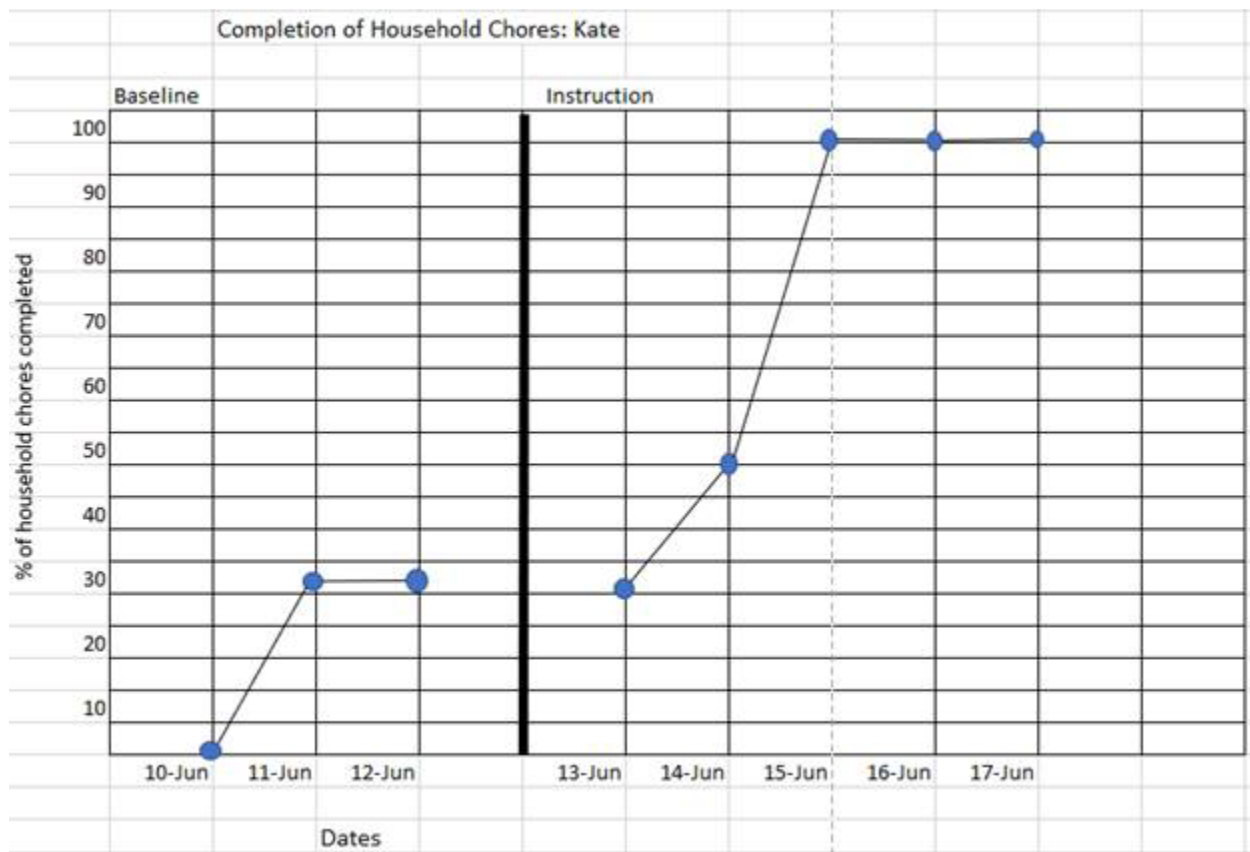
Date	Bed Making	Dressing	Arriving at Breakfast	Totals			
				+	-	/	%
Totals							
+							
-							
/							
%							

Feedback Exercise 13

Learner's Name:		Baseline			Instruction				
Steps/Trials		1	2	3	1	2	3	4	5
10	Leave	-	+	+	I	I	I	I	I
9	Say good-bye to coworkers	-	-	-	V	V	V	V	I
8	Clock out	-	-	-	PP	PP	PP	PP	PP
7	Take boxes to compactor	-	-	-	G	G	G	G	G
6	Remove empty boxes	-	-	-	G	V	V	V	I
5	Stock items	-	-	-	M	M	G	V	I
4	Get items to stock	-	-	-	G	I	I	I	I
3	Greet co-workers	-	-	-	V	V	I	I	I
2	Clock in	-	-	-	FP	PP	PP	G	G
1	Enter store	-	+	+	I	I	I	I	I
Total # of independent/correct steps (# of +'s or I's)									
% of independent/correct steps (total number of +'s divided by total number of steps)									

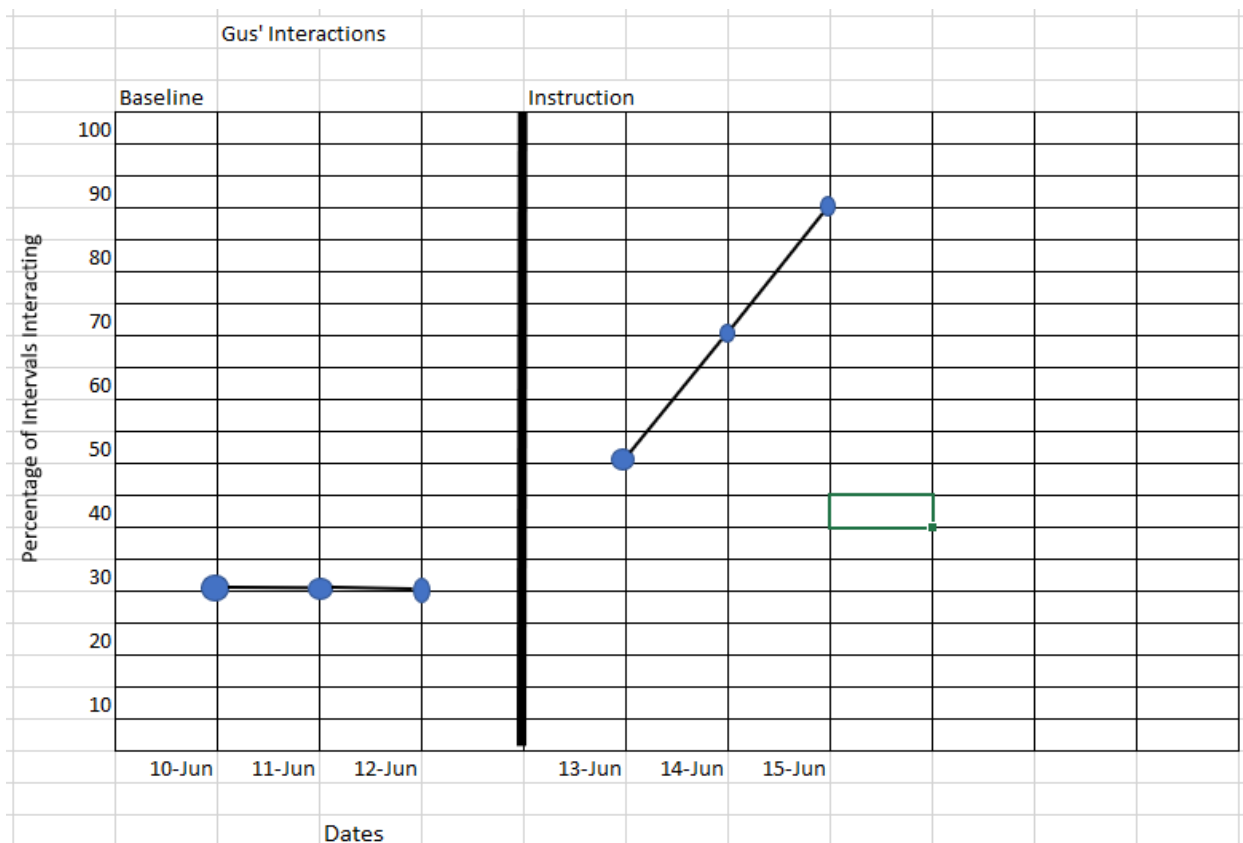
Feedback Exercise 14

Date of Baseline	Making Bed	Cleaning Room	Washing Dinner Dishes	Totals			
				+	-	/	%
6/10	-	-	-				
6/11	-	-	+				
6/12	+	-	-				
Totals							
+							
-							
/							
%							
Date of Instruction	Making Bed	Cleaning Room	Washing Dinner Dishes	Totals			
				+	-	/	%
6/13	-	-	+				
6/15	+	/	+				
6/15	+	+	+				
6/16	+	/	+				
6/17	+	+	+				
Totals							
+							
-							
/							
%							



Feedback Exercise 15

Date	Observation Periods - Baseline										Total	%
	1	2	3	4	5	6	7	8	9	10		
6/10	+	-	-	-	-	+	+	-	-	-		
6/11	-	+	+	+	-	-	-	-	-	-		
6/12	-	-	-	-	+	-	-	+	-	+		
Date	Observation Periods - Instruction										Total	%
	1	2	3	4	5	6	7	8	9	10		
6/13	-	+	+	+	+	+	-	-	-	-		
6/14	-	-	+	+	+	+	+	+	+	-		
6/15	+	+	+	+	-	+	+	+	+	+		



Feedback Exercise 16 Part A

Learner's Name:		Baseline			Instruction				
Steps/Trials		1	2	3	1	2	3	4	5
10	Leave	-	+	+	I	I	I	I	I
9	Say good-bye to coworkers	-	-	-	V	V	V	V	I
8	Clock out	-	-	-	PP	PP	PP	PP	PP
7	Take boxes to compactor	-	-	-	G	G	G	G	G
6	Remove empty boxes	-	-	-	G	V	V	V	I
5	Stock items	-	-	-	M	M	G	V	I
4	Get items to stock	-	-	-	G	I	I	I	I
3	Greet co-workers	-	-	-	V	V	I	I	I
2	Clock in	-	-	-	FP	PP	PP	G	G
1	Enter store	-	+	+	I	I	I	I	I
Total # of independent/correct steps (# of +'s or I's)									
% of independent/correct steps (total number of +'s divided by total number of steps)									

Feedback Exercise 16 Part B

Feedback Exercise 17 Part A

Part A

1. Which data pattern is reflected in this graph?
2. Based on this data pattern, what instructional modification would you make to support the learner's progress?

Feedback Exercise 17 Part B

1. Which data pattern is reflected in this graph?
2. Based on this data pattern, what instructional modification would you make to support the learner's progress?

Feedback Exercise 17 Part C

1. Which data pattern is reflected in this graph?
2. Based on this data pattern, what instructional modification would you make to support the learner's progress?