

# TeachME Professional Development

## Reinforcing and Responding to Classroom Behaviors

**1. School level supports that need to be in place in order for responsive classroom behavior intervention and support strategies to be successful include each of the following EXCEPT:**

- A. A multi-tiered framework, including strategies for identifying and teaching expectations, acknowledging appropriate behavior, and responding to inappropriate behavior
  - B. The school-wide framework is guided by school-wide discipline data
  - C. Appropriate supports for staff are provided, including leadership teaming, supporting policy, coaching, and implementation monitoring
  - D. Classroom management decisions must be based on school/district behavioral data
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**What are the Principles that Guide the Use of These Strategies in the Classroom?**

**2. A key to helping establish the fundamental norms, rules, and ethics that are essential to the success of classroom strategies within a multi-tiered framework is to incorporate principles that are professional, culturally considerate, informed, fidelity-based, educational, instructive, and preventive.**

- A. True
  - B. False
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### Self-Assessment

**3. When striving for positive and responsive student behavior, experts recommend posting five to seven positive classroom expectations that are defined and explicitly taught.**

- A. True
  - B. False
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### Table 1. Matrix of Foundations for Classroom Interventions and Supports

**4. The physical environment of the classroom should be designed to facilitate the most typical instructional activities, and materials posted should support critical content and:**

- A. Learning strategies

- B. Individual experiences
  - C. Skill development
  - D. Exploration and enrichment
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## **1.2 Routines-Develop and Teach Predictable Classroom Routines**

**5. Providing visual and/or auditory reminders to students about procedures and giving feedback about student performance are important strategies when implementing classroom routines.**

- A. True
  - B. False
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## **Supervision-Use Active Supervision and Proximity**

**6. Which of the following is NOT one of the recommendations for using active support and proximity to monitor and support learning behavior?**

- A. Scanning: visual sweep of entire space
  - B. Moving: continuous movement, proximity
  - C. Listening: Intentional listening without speaking
  - D. Interacting: verbal communication in a respectful manner, any precorrections, non-contingent attention, specific verbal feedback
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## **2.3-Acknowledgement**

**7. Empirical support suggests that process praise and reinforcement have been associated with increases in a variety of behavioral and academic skills.**

- A. True
  - B. False
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## **Prompts and Precorrection**

**8. Teachers can strive to make problem behavior irrelevant with anticipation and reminders that are preventative, understandable, observable, and:**

- A. Informative and functional
  - B. Specific and explicit
  - C. Applicable and measurable
  - D. Predictable and genuine
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## 2.6-Use Other Strategies to Respond to Problem Behavior

**9. Systematically withholding attention from a student (planned ignoring) may be effectively used in elementary or secondary settings when the student exhibits minor undesired behavior that is maintained or reinforced by teacher attention.**

- A. True
  - B. False
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### Table 3. Matrix of Data Systems for Classroom Interventions and Supports

**10. Which of the following best describes the use of data collection within the classroom to monitor student behavior?**

- A. Use a timing device such as a clock or timer to monitor behaviors that are discrete, countable and consistent
  - B. Record or document how often or how many times a behavior occurs (frequency), for such behaviors as how long a student is off task or how often a person is out of his or her seat
  - C. Sampling techniques are used to estimate how often a behavior occurs by recording whether it happened during part of an interval (partial interval), during the whole interval (whole interval), or at the end of the interval
  - D. Incident reports, referrals, or antecedent-behavior consequence (ABC) cards are useful to collect data such as about how often students swear or how often students fail to complete assignments
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### Additional Tools for Teachers

**11. The "Make It Fast" strategy recommends that teachers respond to classroom behaviors by using methods that are Frequent, Appropriate, Supportive, and Targeted.**

- A. True
  - B. False
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**12. Critical assumptions that must be considered when addressing classroom behavior include:**

- A. Students and behaviors are not "bad"; they engage in behaviors that are inappropriate or problematic for a given context or culture or that "work" for them
  - B. Educators must act professionally; that is, use planned and established school and classroom procedures in manners that are calm, neutral, business like, and contingent
  - C. Academic and social behaviors are taught, changed, and strengthened by similar instructional strategies
  - D. All of the above
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