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

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

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

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

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

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

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

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

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

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

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

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