Functional Behavioral Assessment Diagnosis and Treatment - A Complete System for Education and Mental Health Settings 3rd edition Cipani Test Bank

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Measurement Test Items for Instructors

Functional Behavioral Assessment, Diagnosis, and Treatment

A Complete System for Education and Mental Health Settings

Third Edition

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Introduction and Utility of Competency Test Measures

The objectives from each chapter listed as follows provide you with short answer test items (circle bullet point) that measure the student's competency for the particular objective. In contrast to the chapter test items that are true/false, multiple-choice items that measure globally the material in the particular chapter allow faculty to assess the degree of competence with respect to each objective, should that be desired.

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CHAPTER 1

OBJECTIVES AND TEST MEASURES[1]

- Students will be able to describe and provide an illustration of a direct access (DA) function
  - Delineate a behavior or chain of behaviors that directly produce the following items/events (assume such constitute reinforcers at that particular time): (a) getting a soda, (b) getting some rest on the couch, and (c) getting a frozen cheeseburger from freezer
- Students will be able to describe and provide an illustration of a direct escape (DE) function
  - Delineate a behavior or chain of behaviors that directly terminates or removes the following items/events (assume such constitute aversive stimuli at that particular time): (a) presence of a peer, (b) presence of a nonpreferred chore, and (c) presence of rain outside (and needing to go to the bus stop)
- Students will be able to describe and provide an illustration of a socially mediated access (SMA) function
  - Delineate an inappropriate or unacceptable behavior that produces the following items/events (assume such constitute reinforcers at that particular time) via social mediation, including how such a reinforcer is obtained: (a) getting a soda, (b) getting some rest on the couch, and (c) getting a frozen cheeseburger from freezer
- Students will be able to describe and provide an illustration of a socially mediated escape (SME) function
  - Delineate an inappropriate or unacceptable behavior that terminates or removes the following items/events (assume such constitute aversive stimuli at that particular time) via social mediation: (a) presence of a peer, (b) presence of a non-preferred chore, and (c) presence of rain outside (and needing to go to the bus stop)
- Students will be able to identify an establishing operation (EO) for a number of access functions as one of a state of deprivation
  - Identify the deprivation EO for the following behavioral functions: (a) getting attention by asking the teacher politely for help on an assignment, (b) getting a popsicle by asking one's parent in a rude manner, and (c) getting a classmate to laugh at a joke during math lecture
- Students will be able to identify an EO for a number of escape functions as one of a presenting state of aversion
  - Identify the aversive EO for the following behavioral functions: (a) asking to be seated away from Bobby as the student enters the gym class, (b) hitting one's brother and being put in time out away from brother, and (c) going to the bathroom when it is chore time at home
- Students will be able to discuss what a contrived contingency is and how it can "override" existing motivational variables
  - How is a contrived contingency different from a functional reinforcer?

[1] You can use these short answer test measures for data collection for your course/program on the course objectives. While time may preclude a "pretest" measure, posttest measures would be very easy to obtain, and if put in some simple rating scale (e.g., mastery of objective or nonmastery) could allow for aggregate data across the students in the course.

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CHAPTER 2

OBJECTIVES AND TEST MEASURES

- Students will be able to delineate the procedures for a performance discrepancy analysis
  - What is the role of a performance discrepancy analysis in determining the need for intervention? Delineate what two sets of data are needed to conduct a performance discrepancy analysis. Finally, provide hypothetical data that illustrate the need for intervention with a hypothetical 6-year-old student in special education whose rate of on-task behavior during independent seat work is being evaluated for a first grade regular education class.
- Students will be able to measure behavior with any one of several methods: frequency, duration, time sampling, and occurrence/nonoccurrence using the trigger analysis methodology.
  - Provide hypothetical data from the following methods of measurement: frequency, duration, and occurrence/non-occurrence using the trigger analysis methodology. Delineate how each measurement was obtained, that is, procedure for data collection for five sessions (if frequency or duration measure) or six trials/opportunities (if trigger analysis).
- Students will be able to use behavioral interviewing techniques to ascertain possible functions of problem behavior
  - Provide a sample data sheet from the Cipani EO School Behavioral Interview Form that is filled out with hypothetical data. Discuss which area(s) are being reported as problematic from this hypothetical data set.
- Students will be able to use the scatter plot method to isolate high (and low) rates of problem behavior across the day which appear to be reliable across time
  - Given the following target behavior(s) and blocks of time _____ (identify intervals for scatter plot) generate hypothetical scatter plot data for a 6-day period. Explain what pattern emerges for occurrence and nonoccurrence of the target behavior and what that might mean. Discuss the observed pattern for high and low probabilities of target behavior across designated blocks of time
- Students will be to identify trigger analysis test conditions, including the manipulation of the relevant EO and use a three-column charting form for describing the EO, behavioral descriptions, and abolishing operations (AO) for the various major four functions
  - Given one of the SMA or DA functions (e.g., SMA 2.1: adult attention), delineate how you would produce a deprivation state for a trigger analysis. Provide several entries of behavioral descriptions given the relevant EO and how the final entry produces the AO.
  - Given one of the SME or DE functions (e.g., SME 4.2: lengthy task/chore/assignment), delineate how you would produce the aversive EO for a trigger analysis. Provide several entries of behavioral descriptions given the relevant EO and how the final entry produces the AO.
- Students will be to identify and discuss the four conditions of the Iwata et al. methodology (i.e., multiple-EO hypothesis comparison)
  - Provide a procedural description of the Iwata et al. (1982) protocol involving a FAB, including a description of the four test conditions as well as how the suspected contingency is mimicked in each condition. Also, provide a hypothetical data set for each of the conditions that shows differentiation in the following manner: _____ (attention, escape, and sensory reinforce) for the hypothetical identified function.

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- Students will be to generate an analogue assessment that tests a specific hypothesis regarding function, consisting of two test conditions for different functions (i.e., single-EO hypothesis test)
    - Discuss how you would test the possible behavioral function of escape from instruction due to task duration in a single EO hypothesis analogue test. Include in your answer a description of the experimental condition as well as a description of the control condition (refer Table 2.30 for six procedural requirements). Also, indicate what kind of data set would be obtained if the duration of instruction was a variable in the target behavior's rate of occurrence.
    - Discuss how you would test the possible behavioral function of escape from instruction due to task difficulty in a single EO hypothesis analogue test. Include in your answer a description of the experimental condition as well as a description of the control condition (refer Table 2.30 for six procedural requirements). Also, indicate what kind of data set would be obtained if the difficulty of instruction was a variable in the target behavior's rate of occurrence.
    - Discuss how you would test the possible behavioral function of SMA to tangible reinforcers in a single EO hypothesis analogue test. Include in your answer a description of the experimental condition as well as a description of the control condition (refer Table 2.30 for six procedural requirements). Also, indicate what kind of data set would be obtained if the function of problem behavior was the result of the relevant EO.
- Students will be to identify test requirements for an in situ hypothesis test for different functions
    - Explain what the two conditions would consist of when performing an in situ hypothesis test for the following SMA categories: adult attention, tangible reinforcers, and peer attention
    - Explain what the two conditions would consist of when performing an in situ hypothesis test for the following SME categories: unpleasant social situations, lengthy task/chore/assignment, and difficult task/chore/assignment

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CHAPTER 3

OBJECTIVES AND TEST MEASURES

- Students will be able to identify the four major diagnostic categories of problem behavior, and define each in terms of the EO and functional relationship between behavior and its relevant AO
    - Describe the characteristics of each of the four major functions: DA, SMA, DE, and SME, in terms of the EO (i.e., a state of deprivation vs. a state of aversion) and how the behavior produces the desired outcome (i.e., directly or socially mediated).
- Students will be able to identify the two DA functions, and define each in terms of the EO, and functional relationship between behavior and its relevant AO
    - For the classification category of DA 1.1: immediate sensory stimuli, delineate the EO, and how the behavior produces the AO or functional reinforcer
    - For the classification category of DA 1.2: tangible reinforcer, delineate the EO, and how the behavior produces the AO or functional reinforcer
- Students will be able to identify the three SMA functions, and define each in terms of the EO, and functional relationship between behavior and its relevant AO
    - For the classification category of SMA 2.1: adult attention, delineate the EO, and how the behavior produces the AO or functional reinforcer
    - For the classification category of SMA 2.2: peer attention, delineate the EO, and how the behavior produces the AO or functional reinforcer
    - For the classification category of SMA 2.1: tangible reinforcer, delineate the EO, and how the behavior produces the AO or functional reinforcer
- Students will be able to identify the four DE functions, and define each in terms of the EO, and functional relationship between behavior and its relevant AO
    - For the classification category of DE 3.1: unpleasant social situations, delineate the EO, and how the behavior produces the AO or functional reinforcer
    - For the classification category of DE 3.2:lengthy tasks/chores/assignments, delineate the EO, and how the behavior produces the AO or functional reinforcer
    - For the classification category of DE 3.3: difficult tasks/chores/assignments, delineate the EO, and how the behavior produces the AO or functional reinforcer
    - For the classification category of DE 3.4: aversive physical stimuli, delineate the EO, and how the behavior produces the AO or functional reinforcer
- Students will be able to identify the four SME functions, and define each in terms of the EO, and functional relationship between behavior and its relevant AO
    - For the classification category of SME 4.1: unpleasant social situations, delineate the EO, and how the behavior produces the AO or functional reinforcer
    - For the classification category of SME 4.2:lengthy tasks/chores/assignments, delineate the EO, and how the behavior produces the AO or functional reinforcer

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- For the classification category of SME 4.3: difficult tasks/chores/assignments, delineate the EO, and how the behavior produces the AO or functional reinforcer
- For the classification category of SME 4.4: aversive physical stimuli, delineate the EO, and how the behavior produces the AO or functional reinforcer

- Students will be able to identify the factors involved in deciding the function and diagnostic category of problem behavior, that is, reliable relation between problem behavior and relevant outcome under a given EO, as well as the efficiency of such behaviors relative to other behaviors in producing such an outcome
  - For an SMA 2.1: adult attention function, delineate how each of the factors would be examined to determine if such a category best suits the functional behavioral Assessment (FBA) data and evidence collected, that is, reliable relation between problem behavior and relevant outcome under a given EO, as well as the efficiency of such behaviors relative to other behaviors in producing such an outcome
- Students will be able to delineate how a given topography or form of behavior can be multifunctional
  - Using a hypothetical scenario, detail how a behavior such as self-injury can be multifunctional, in that it serves an SMA 2.3 function as well as an SME 4.3 function for the same individual. Describe in your scenario the EO and how self-injury produces the relevant SMA 2.3 function in the residential setting. Then do the same for self-Injury that occurs in a school setting under instructional conditions that would involve an SME 4.3 function.

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CHAPTER 4

OBJECTIVES AND TEST MEASURES

- Students will be able to identify functional treatment options for the 1.1 and 1.2 DA functions, and detail the procedures for the conduct of such with respect to the designated functional category
  - Detail how a request/mand treatment option would be used as a method for developing an alternate replacement behavior for a DA 1.1 or 1.2 category. Indicate the procedures for both the occurrence of the target behavior (i.e., chain interruption) as well as how this strategy develops and alternate behavior and its relationship to the functional reinforcer.
  - Detail how a delay of gratification treatment option would be used as a method for developing an alternate replacement behavior for a DA 1.1 or 1.2 category. Indicate the procedures for both the occurrence of the target behavior (i.e., chain interruption) as well as how this strategy develops and alternate behavior and its relationship to the functional reinforcer.
  - Detail how a Premack contingency treatment option would be used as a method for developing an alternate replacement behavior for a DA 1.1 or 1.2 category. Indicate the procedures for both the occurrence of the target behavior (i.e., chain interruption) as well as how this strategy develops and alternate behavior and its relationship to the functional reinforcer.
- Students will delineate the role of chain interruption for DA and DE functions
  - Explain what a chain interruption procedure involves when treating a DA function. What procedurally happens when the target behavior occurs? Why is that necessary?
  - Explain what a chain interruption procedure involves when treating a DE function. What procedurally happens when the target behavior occurs? Why is that necessary?
- Students will be able to identify functional treatment options for the 2.1, 2.2, and 2.3 SMA functions, and detail the procedures for the conduct of such with respect to the designated functional category
  - Detail how a request/mand treatment option would be used as a method for developing an alternate replacement behavior for an SMA 2.1 or 2.2 category. Indicate the procedures for both the occurrence of the target behavior (i.e., extinction) as well as how this strategy develops and alternate behavior and its relationship to the functional reinforcer.
  - Detail how a delay of gratification treatment option would be used as a method for developing an alternate replacement behavior for an SMA 2.1 or 2.3 category. Indicate the procedures for both the occurrence of the target behavior (i.e., extinction) as well as how this strategy develops and alternate behavior and its relationship to the functional reinforcer.
  - Detail how a Premack contingency treatment option would be used as a method for developing an alternate replacement behavior for an SMA 2.1 or 2.2 category. Indicate the procedures for both the occurrence of the target behavior (i.e., extinction) as well as how this strategy develops and alternate behavior and its relationship to the functional reinforcer.
  - Detail how a DRL group contingency option would be used as a method for treating problem behavior classified under an SMA 2.2 category.
- Students will delineate the role of extinction for SMA and SME functions
  - Explain what extinction involves when performing treatment for an SMA function. What procedurally happens when the target behavior occurs? Why is that necessary?

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