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1. What term describes the delivery of a potential reward before a behavior occurs, in the hope that the behavior will be performed?

   a. negative reinforcement

   b. positive reinforcement

   c. bribery

   d. positive punishment

ANSWER:	c
DIFFICULTY:	Easy
REFERENCES:	2-1 Methods to Increase Behavior
LEARNING OBJECTIVES:	SSRAES.Richards.19.02.01 - Identify and describe methods of increasing behavior, including positive and negative reinforcement, and define key terms and concepts related to positive reinforcement, including the Premack Principle and shaping procedures.
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KEYWORDS:	Bloom's—Understanding

2. When there is an unexpected occurrence of a target behavior that had been previously extinguished, it is called _____.

   a. spontaneous recovery

   b. extinction

   c. overcorrection

   d. shaping

ANSWER:	a
DIFFICULTY:	Moderate
REFERENCES:	2-3 Methods to Decrease Behavior
LEARNING OBJECTIVES:	SSRAES.Richards.19.02.03 - Identify and describe methods of decreasing behavior, including positive and negative punishment, extinction, and differential reinforcement.
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3. A reinforcement schedule that requires the individual to emit an average number of correct responses to obtain reinforcement is called a(n) _____.
   a. fixed ratio schedule
   b. interval schedule
   c. response duration schedule
   d. variable ratio schedule

ANSWER:	d
DIFFICULTY:	Moderate
REFERENCES:	2-2 Methods to Maintain Behavior
LEARNING OBJECTIVES:	SSRAES.Richards.19.02.02 - Identify and describe methods of maintaining behavior; differentiate between types of reinforcers and describe how the quality of reinforcers may impact student behavior; identify how reinforcement schedules are used; and describe how to encourage generalization of target behaviors.
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KEYWORDS:	Bloom's—Understanding

4. In this chapter, the term *satiation*:
   a. occurs when repeated exposure to a reinforcing consequence results in loss of the reinforcing quality.
   b. is when the access to the stimulus is controlled.
   c. is used to teach new behaviors.
   d. is when the individual repeatedly performs more adaptive behaviors or performs an exaggerated adaptive response when the target behavior occurs.

ANSWER:	a
DIFFICULTY:	Easy
REFERENCES:	2-2 Methods to Maintain Behavior
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KEYWORDS:	Bloom's—Remembering

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5. Arguments against the use of punishment include the rationale:
   a. that the individual learns what not to do, rather than what to do.
   b. that it may create a model of aggression and physical control to be emulated by the individual.
   c. that it may inflict pain or hardship on the individual.
   d. All of these are correct.

ANSWER:	d
DIFFICULTY:	Moderate
REFERENCES:	2-3 Methods to Decrease Behavior
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KEYWORDS:	Bloom's—Remembering

6. After vandalizing the school by writing on the walls, Serena was required to restore not only the areas of walls that she wrote on, but other areas of the wall as well. What type of method was used to decrease Serena's behavior?
   a. response interruption
   b. restitutional overcorrection
   c. positive practice overcorrection
   d. simple restitution

ANSWER:	b
DIFFICULTY:	Moderate
REFERENCES:	2-3 Methods to Decrease Behavior
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7. When walking into a room, Jacob repeatedly slams the door each time. After talking to Jacob about his behavior, Mrs. Fergy requires Jacob to repeatedly practice closing the door quietly each time he slams the door. What type of method did Mrs. Fergy use to decrease Jacob's behavior of slamming the door?

   a. response interruption

   b. restitutional overcorrection

   c. positive practice overcorrection

   d. simple restitution

ANSWER:	c
DIFFICULTY:	Moderate
REFERENCES:	2-Methods to Decrease Behavior
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KEYWORDS:	Bloom's—Understanding

8. Which of the following is an example of the Premack Principle?

   a. "You can play outside but afterwards you definitely need to do your homework."

   b. "If you don't go to school today, you need to go to school tomorrow."

   c. "Practice the piano for 45 minutes and then you can go to the movies."

   d. "When you get home, you're in big trouble!"

ANSWER:	c
DIFFICULTY:	Moderate
REFERENCES:	2-1 Methods to Increase Behavior
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9. What type of schedule is used to establish new behaviors and is not resistant to extinction (i.e., a continuance of the behavior is unlikely in the absence of reinforcement)?
   a. fixed ratio schedule
   b. interval schedule
   c. continuous schedule
   d. variable ratio schedule

ANSWER:	c
DIFFICULTY:	Moderate
REFERENCES:	2-2 Methods to Maintain Behavior
LEARNING OBJECTIVES:	SSRAES.Richards.19.02.02 - Identify and describe methods of maintaining behavior; differentiate between types of reinforcers and describe how the quality of reinforcers may impact student behavior; identify how reinforcement schedules are used; and describe how to encourage generalization of target behaviors.
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KEYWORDS:	Bloom's—Understanding

10. In art class, Jackie spills paint on the floor and is required to clean up her mess. What type of overcorrection method is this?
   a. restitutional overcorrection
   b. simple restitution
   c. positive practice overcorrection
   d. response interruption

ANSWER:	b
DIFFICULTY:	Easy
REFERENCES:	2-3 Methods to Decrease Behavior
LEARNING OBJECTIVES:	SSRAES.Richards.19.02.03 - Identify and describe methods of decreasing behavior, including positive and negative punishment, extinction, and differential reinforcement.
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11. According to Hammond, which of the following is NOT one of the levels of culture that affect how we learn and act?
    a. surface culture
    b. standard culture
    c. shallow culture
    d. deep culture

ANSWER:	b
DIFFICULTY:	Easy
REFERENCES:	2-4 Culturally Responsive Teaching and the Brain
LEARNING OBJECTIVES:	SSRAES.Richards.19.02.04 - Describe the importance of culturally responsive and brain-centered teaching.
NATIONAL STANDARDS:	United States - CEC.A.2.1 - Special Education Specialists Align Educational Standards United States - CEC.A.2.2 - Special Educators continuously broaden and deepen their professional knowledge United States - CEC.A.2.3 - Special Educators use understanding of diversity and individual learning differences to inform the curricula.
KEYWORDS:	Bloom's—Remembering

12. The element of *standing* in a group involves how an individual:
    a. perceives his/her status.
    b. values the input of others.
    c. perceives others.
    d. relates to others.

ANSWER:	a
DIFFICULTY:	Moderate
REFERENCES:	2-4 Culturally Responsive Teaching and the Brain
LEARNING OBJECTIVES:	SSRAES.Richards.19.02.04 - Describe the importance of culturally responsive and brain-centered teaching.
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KEYWORDS:	Bloom's—Understanding

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13. The element of *certainty* in a group involves:
    a. how an individual perceives others.
    b. a person feeling that he/she is in control of his/her life.
    c. confidence in understanding how to behave and interact in situations.
    d. knowing when you are correct and incorrect.

ANSWER:	c
DIFFICULTY:	Moderate
REFERENCES:	2-4 Culturally Responsive Teaching and the Brain
LEARNING OBJECTIVES:	SSRAES.Richards.19.02.04 - Describe the importance of culturally responsive and brain-centered teaching.
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KEYWORDS:	Bloom's—Understanding

14. The element of *connection* involves:
    a. having the ability to affect positive outcomes in a situation.
    b. fear of being "expelled" from an important group.
    c. how an individual values the input of others.
    d. how one is related to others in the environment.

ANSWER:	d
DIFFICULTY:	Moderate
REFERENCES:	2-4 Culturally Responsive Teaching and the Brain
LEARNING OBJECTIVES:	SSRAES.Richards.19.02.04 - Describe the importance of culturally responsive and brain-centered teaching.
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KEYWORDS:	Bloom's—Understanding

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15. The element of *equity* involves all of the following EXCEPT an individual feeling:
    a. that he/she is equal to others.
    b. that he/she is being treated fairly and justly.
    c. the same as others.
    d. that interactions with others are nonbiased.

ANSWER:	c
DIFFICULTY:	Moderate
REFERENCES:	2-4 Culturally Responsive Teaching and the Brain
LEARNING OBJECTIVES:	SSRAES.Richards.19.02.04 - Describe the importance of culturally responsive and brain-centered teaching.
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KEYWORDS:	Bloom's—Understanding

16. Negative reinforcement is a commonly misunderstood concept. Explain how negative reinforcement works using the A-B-C paradigm of applied behavior analysis, and how negative reinforcement influences future rate of occurrence of the target behavior.

ANSWER:	Suggested answer points:, A or antecedent: Must be aversive to the individual. B or behavior: A behavior (often intended to escape or avoid the aversive antecedent). C or consequence: The aversive antecedent is withdrawn. Future rate of the occurrence of the behavior is increased.
DIFFICULTY:	Moderate
REFERENCES:	2-1 Methods to Increase Behavior
LEARNING OBJECTIVES:	SSRAES.Richards.19.02.01 - Identify and describe methods of increasing behavior, including positive and negative reinforcement, and define key terms and concepts related to positive reinforcement, including the Premack Principle and shaping procedures.
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KEYWORDS:	Bloom's—Understanding

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17. Why are generalized reinforcers considered so useful in applied behavior analysis? Cite at least three reasons.

ANSWER: Suggested answer points:
Easily delivered; can be backed up by many tangible, activity, and social reinforcers; can be used with most individuals but the actual reinforcers selected are individually chosen; they often can be delivered immediately; they can be saved or spent for more or less valuable reinforcers; they may also be taken away for inappropriate behavior (response cost).

DIFFICULTY: Moderate

REFERENCES: 2-2 Methods to Maintain Behavior

LEARNING OBJECTIVES: SSRAES.Richards.19.02.02 - Identify and describe methods of maintaining behavior; differentiate between types of reinforcers and describe how the quality of reinforcers may impact student behavior; identify how reinforcement schedules are used; and describe how to encourage generalization of target behaviors.

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KEYWORDS: Bloom's—Analyzing

18. Distinguish between DRO, DRI/DRA, and DRL.

ANSWER: Suggested answer points:
DRO is used to reinforce for the absence of the target behavior for a specific period of time (e.g., 5 minutes); in fact, you reinforce all other behaviors except the target behavior.
DRI/DRA is used to reinforce a specific appropriate replacement behavior for an inappropriate target behavior; the researcher ensures the individual receives reinforcement for the appropriate response and is redirected or otherwise intervened with when the inappropriate response occurs.
DRL is typically used to reinforce an appropriate target behavior that occurs too frequently (e.g., getting a drink of water); it may also be used to gradually reduce an inappropriate behavior to either acceptable levels or to a zero rate (e.g., disrupting a group therapy session).

DIFFICULTY: Moderate

REFERENCES: 2-3 Methods to Decrease Behavior

LEARNING OBJECTIVES: SSRAES.Richards.19.02.03 - Identify and describe methods of decreasing behavior, including positive and negative punishment, extinction, and differential reinforcement.

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KEYWORDS: Bloom's—Analyzing

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19. Compare and contrast the different levels of culture discussed by Hammond. Explain how recognition of them in others is important for teachers seeking to modify student behaviors.

ANSWER:	Suggested answer points: Surface: Encompasses holidays, dress, music, clothing, and so on. Shallow: Involves unspoken rules that affect interactions and social behavior. Deep: Involves worldview models affecting ethics, spirituality, and so on. Recognizing them in students is vital for teachers to understand the source of behaviors that the teacher seeks to either reinforce or modify.
DIFFICULTY:	Moderate
REFERENCES:	2-4 Culturally Responsive Teaching and the Brain
LEARNING OBJECTIVES:	SSRAES.Richards.19.02.04 - Describe the importance of culturally responsive and brain-centered teaching.
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KEYWORDS:	Bloom's—Analyzing

20. Consider the methods to eliminate behavior discussed in this chapter. Identify one method that you have witnessed implemented successfully by a teacher, and another method you feel was implemented unsuccessfully. Evaluate the teachers' implementation of these strategies and offer constructive feedback.

ANSWER:	Suggested answer points: Answers will vary, but they should list two of the methods discussed in Section 2-3, Methods to Decrease Behavior.
DIFFICULTY:	Difficult
REFERENCES:	2-3 Methods to Decrease Behavior
LEARNING OBJECTIVES:	SSRAES.Richards.19.02.03 - Identify and describe methods of decreasing behavior, including positive and negative punishment, extinction, and differential reinforcement.
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KEYWORDS:	Bloom's—Evaluating

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