**ETLP Overview Pre/Post Answer Key**

***Select the best match for each question.***

1. The amount of time that students are actively and productively engaged in learning is referred to as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .
	1. The school day
	2. **Academic learning time**
	3. Class time
	4. Study hall

**Rationale: Effective classroom managers are known not only by what they do when misbehavior occurs, but by what they do to set their classrooms up for academic success and to prevent problems from occurring. Academic learning time, or the amount of time that students are actively and productively engaged in learning, is a strong determinant of achievement. However, research continues to demonstrate that in many classrooms, as much as half of the school day can be lost to discipline and other non-instructional activities.**

1. Up to \_\_\_\_\_% of the school day can be lost to discipline and other non-instructional activities such as taking attendance, announcements
	1. 15
	2. 25
	3. **50**
	4. 75

**Rationale: Though it can be as high as 50%, on average, discipline and other non-instructional activities such as taking attendance, announcements, etc., typically account for 30% of the school day. Therefore, it is essential that our SW-PBS efforts extend the positive, proactive, and instructional approaches developed and used schoolwide and in non-classroom settings into classroom practices.**

1. The majority of the Effective Teaching and Learning Practices act as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, as they set the stage, or trigger, appropriate behaviors and maximize the probability of student success.
	1. **Antecedents**
	2. Catalysts
	3. Warnings
	4. Punishments

**Rationale: The Effective Teaching and Learning Practices can act as antecedents; meaning they set the stage, or trigger, appropriate behaviors and maximize the probability of student success. In addition, some of the practices function as consequences, or the resulting event or outcome that occurs immediately following the behavior and impacts future occurrence of the behavior. Consequences serve to increase or decrease the future occurrence of a behavior.**