**Encouraging Expected Behavior**

 **Pre/Post Assessment**

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| ***District:*** |  | ***School:*** |  |

***T*he pre- and post-test provided with this module can be used to measure the gains made in participants knowledge of the training content. They can also be used to guide the trainer in knowing which concepts were well taught and which concepts need additional time and/or revision in delivery.**

**Directions: The following questions have only ONE right answer. Circle the correct answer.**

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

1. Which of the following is more likely to obtain positive teacher attention?
	1. Academic Performance
	2. Behavior Performance

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1. Which of the following are examples of preferred adult behaviors that help in building positive relationships with students? (Check all that apply.)
	1. Proximity
	2. Use of Student Names
	3. Pleasant Voice
	4. Eye Contact
	5. All of the Above
2. Teachers respond far more frequently to inappropriate social behavior than to appropriate behavior and this attention may be unknowingly maintaining or increasing the misbehavior.
	1. True
	2. False
3. The \_\_\_\_\_\_\_\_\_\_\_\_\_ of behavior effect future performance of that behavior.
	1. Antecedents
	2. Consequences
4. \_\_\_\_\_\_\_\_\_ attention is provided based upon student performance of an identified expectation or rule.
	1. Non-Contingent
	2. Contingent
	3. Corrective
	4. Expected

1. What is the recommended ratio of teacher responses for appropriate behavior to teacher responses for inappropriate behavior?

a. 2:1

b. 1:1

**c.**  4:1

d. 3:1

1. When using a tangible item, it is not necessary to include specific positive feedback.

a. True

**b.**  False

1. Missouri Middle School utilizes a ‘Cardinal Card’ as their tangible reinforcer. Cardinal Cards can be earned for being Respectful, Responsible and Safe anywhere in the building and at any time. The Cardinal Card is an example of which type of reinforcement schedule?

**a.**  Frequent

b. Intermittent

c. Occasional

1. The tangible reinforcer should require the teacher to write the student recipient’s name and the expected behavior/rule that was exhibited.

a. True

**b.** False

**Encouraging Expected Behavior**

 **Pre/Post Answer Key**

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

1. Which of the following is more likely to obtain positive teacher attention?
	1. **Academic Performance**
	2. Behavior Performance

**Rationale:** Research has found one constant, academic behavior of students is more likely to attract positive teacher attention than is appropriate social behavior. In addition, teachers respond far more frequently to inappropriate social behavior than to appropriate behavior.

2. Which of the following are examples of preferred adult behaviors that help in building positive relationships with students? (Check all that apply.)

* 1. Proximity
	2. Use of Student Names
	3. Pleasant Voice
	4. Eye Contact
	5. **All of the Above**

**Rationale:** Adult behaviors that build relationship include: 1) communicating privately, in close proximity with the student, 2) listening, 3) eye contact, 4) pleasant voice tone, 5) smiles, 6) appropriate professional touch and 7) use of students’ names. These behaviors express warmth, care and concern for students while also communicating respect.

3. Teachers respond far more frequently to inappropriate social behavior than to appropriate behavior and this attention may be unknowingly maintaining or increasing the misbehavior.

* 1. **True**
	2. False

**Rationale:** Teachers respond far more frequently to inappropriate social behavior than to appropriate behavior. The result of teachers giving more attention to misbehavior is that their attention may be unknowingly maintaining or increasing the misbehavior.

4. The \_\_\_\_\_\_\_\_\_\_\_\_\_ of behavior effect future performance of that behavior.

* 1. Antecedents
	2. **Consequences**

**Rationale:** Consequences are the resulting event or outcome that occurs immediately following the behavior. The consequences of behavior effect future performance of that behavior.

5. \_\_\_\_\_\_\_\_\_ attention is provided based upon student performance of an identified expectation or rule.

* 1. Non-Contingent
	2. **Contingent**
	3. Corrective
	4. Expected

**Rationale:** There are two types of adult attention and both have a positive impact on interactions in schools. **Non- contingent** attention is attention provided regardless of performance and includes such things as greetings, proximity, smiles, and conversations. **Contingent** attention is provided based upon student performance of an identified expectation or behavior. The attention is contingent upon the student performing a specific desirable behavior. Together, both types of attention create a positive school climate and build rapport and relationships, and help students learn social behavioral expectations.

6. What is the recommended ratio of teacher responses for appropriate behavior to teacher responses for inappropriate behavior?

a. 2:1

b. 1:1

**c. 4:1**

d. 3:1

**Rationale**: An average ratio of 4:1 teacher interactions is recommended; four responses to desired (positive) student behavior to one response from the teacher to student misbehavior (negative).

7. When using a tangible item, it is not necessary to include specific positive feedback.

a. True

**b. False**

**Rationale:** Specific positive feedback is necessary when given a tangible item. The purpose of tangibles in the positive consequence continuum is to prompt adults to provide feedback at rates or ratios that are likely to support consistent student demonstration of desired academic or social behaviors.

8. Missouri Middle School utilizes a ‘Cardinal Card’ as their tangible reinforcer. Cardinal Cards can be earned for being Respectful, Responsible and Safe anywhere in the building and at any time. The Cardinal Card is an example of which type of reinforcement schedule?

**a. Frequent**

b. Intermittent

c. Occasional

**Rationale**: Best practice indicates positive teacher interactions should occur at a **frequent** rate with a ratio of 4:1. Giving out tangible reinforcers at any time is an example of a frequent reinforcement schedule.

9. The tangible reinforcer should require the teacher to write the student recipient’s name and the expected behavior/rule that was exhibited.

a. True

**b. False**

**Rationale:** It is important to make sure that the reinforcer is not difficult or cumbersome for staff, or they will not use it consistently. Keep the system simple, doable and yet effective.