**ETLP 3: Encouraging Expected Behavior Pre/Post Answer Key**

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

1. If a consequence maintains or increases the occurrence of a specific behavior, that consequence is described as \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
	1. **Reinforcement**
	2. Punishment
	3. Reliable
	4. Neutral

**Rationale: The consequences associated with a specific behavior affect future performance of that behavior. One effect is an increase in the likelihood the behavior will recur in the future. When the consequence increases the likelihood of the behavior in the future it is a reinforcing consequence.**

1. The two basic types of adult attention are \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_.
	1. Private and Public
	2. **Contingent and Non-contingent**
	3. Minimalist and Effusive
	4. Funny and Mean

**Rationale: There are two types of adult attention, and both can have a positive impact on teacher – student interactions in in the classroom. 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.**

1. While common phrases like, “Good job” can help create a pleasant environment, \_\_\_\_\_\_\_\_\_ is required to effect behavior change.
	1. Force
	2. **Positive Specific Feedback**
	3. Punishment
	4. Subtle Hints

**Rationale: General praise or commonly used phrases such as “good job,” though important for a pleasant classroom, are inadequate for building and sustaining desired behavior. Students need clear, specific feedback on their use of the schoolwide expectations and any other behaviors such as acts of kindness, compassion, helpfulness, and general positive citizenship that are extended reflections of your expectations.**

1. When providing feedback to students, it is important to give a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to teach students the benefits of their behavior, and impact on others.
	1. Lecture
	2. Reward
	3. **Rationale**
	4. Grade

**Rationale: Rationales or reasons teach the students the benefits of their behavior and the impact it has on them and others. This often includes stating the overarching schoolwide expectation (e.g., respect, caring, cooperation, etc.) and pointing out what the student might expect could happen if they use the appropriate behavior. “Getting started right away like that shows cooperation and will help you avoid having homework.”**

1. Tickets and tokens or other tangible reinforcers \_\_\_\_\_\_\_\_\_\_\_ accompanied by positive specific feedback.
	1. Shouldn’t be
	2. **Must be**
	3. Could be
	4. Are never

**Rationale: Tangibles serve as a visual reminder for staff to watch for desired behaviors and then deliver specific positive feedback. Looking at the student and saying, “You followed directions. That helped you complete your assignment quickly and accurately. Because you followed directions you have earned a Tiger Ticket,” can enhance the relationship between the student and teacher. You can provide positive specific feedback to the student without a tangible (ticket, token, etc.), but you must always accompany a tangible with positive specific feedback.**