**Discouraging Inappropriate Behavior**

**Pre/Post Assessment**

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

**The 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.**

1. Whether a student engaging in appropriate behavior has a skill deficit or a performance deficit, more teaching and practice will be required to resolve the problem.
   1. True
   2. False
2. When inappropriate behavior occurs, educators should consider if the expectations were clear, taught, and reinforced consistently.
   1. False
   2. True
3. \_\_\_\_\_\_\_\_\_\_\_ behaviorsinclude potentially illegal activities, serious disruptions to learning, or unsafe acts that poses a danger to the student or others.
   1. Office-Managed (Major)
   2. Staff-Managed (Minor)
   3. Expected
   4. All of the Above
4. When done consistently and effectively, correction can build relationships with students and maintain a positive learning climate.
   1. True
   2. False
5. Exclusion and punishment are effective at producing long-term reduction in problem behavior and punishing problem behavior.
   1. True
   2. False
6. The list of office-managed behaviors and their respective definitions should be developed by the administrator without the participation of all staff.

a. True

**b.**  False

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**Pre/Post Answer Key**

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

1. Whether a student engaging in appropriate behavior has a skill deficit or a performance deficit, more teaching and practice will be required to resolve the problem.
   1. **True**
   2. False

**Rationale: True.** Generally, learners fail to use expected behaviors for one of two reasons: 1) absence of knowledge or insufficient understanding of when to use the expected behavior, a **skill deficit** (“can’t do”), or 2) the social skills are known but there is a failure to perform the expected behavior at acceptable levels or in the correct circumstance, a **performance deficit** (“won’t do”). Either problem–skill deficit or performance deficit–requires more teaching, practice, and feedback to resolve.

1. When inappropriate behavior occurs, educators should consider if the expectations were clear, taught, and reinforced consistently.
   1. False
   2. **True**

**Rationale:** It is critical to remember the importance of prevention when managing misbehavior. As educators, it is important to use strategies to decrease the likelihood the behaviors will occur in the first place.

1. \_\_\_\_\_\_\_\_\_\_\_ behaviorsinclude potentially illegal activities, serious disruptions to learning, or unsafe acts that poses a danger to the student or others.
   1. **Office-Managed (Major)**
   2. Staff-Managed (Minor)
   3. Expected
   4. All of the Above

**Rationale:** An Office-managed behavior is a serious or chronic disruption, concerns safety for the student or others, or is a potentially illegal behavior.

1. When done consistently and effectively, correction can build relationships with students and maintain a positive learning climate.
   1. **True**
   2. False

**Rationale:** Staff that utilize an instructional, teaching approach consistently and effectively when correcting student behavior demonstrate the importance of the expectations and build positive relationships with students.

1. Exclusion and punishment are effective at producing long-term reduction in problem behavior and punishing problem behavior.
   1. True
   2. **False**

**Rationale:** Schools have a long history of using punitive push-out approaches for misbehavior (e.g., removal from class, in school suspension, detention, expulsion, etc.). However, years of research indicates that exclusion and punishment are ineffective at producing long-term reduction in problem behavior and punishing problem behavior without a positive, proactive, educative approach has been shown to actually increase aggression, vandalism, truancy, and dropouts.

1. The list of office-managed behaviors and their respective definitions should be developed by the administrator without the participation of all staff.

a. True

**b. False**

**Rationale:** Full engagement by all staff will likely lead to higher levels of implementation. Developing the list of office-managed behaviors and their respective definitions should be a collaborative effort.