**Teaching Expected Behaviors**

**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. Teaching social behavioral skills calls upon the same methods used to teach academics — direct instruction, modeling, practice, and feedback.
2. True
3. False

2. If students are at the acquisition level of learning social skills where they are learning a new skill, lessons will need to be direct, explicit and taught frequently.

1. True
2. False

3. Maintenance is the first phase of learning when a student is learning a new skill.

1. True
2. False

4. Instruction of social behaviors for younger students in initial lessons for acquisition includes which of the following:

1. tell
2. show
3. practice
4. all of the above

5. Reminders before entering a setting or performing a task to promote successful demonstration of expected behaviors are called:

1. pre-corrects
2. correctives
3. specific positive feedback
4. none of the above

6. Active supervision includes which of the following:

1. moving
2. scanning
3. interacting
4. all of the above

7. *Re-teaching is the process of* providing additional instruction and practice on each of the steps required to correctly exhibit the behavior.

1. True
2. False

8. Maintenance is the ability to perform a behavior over time.

1. True
2. False

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|  |  |
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| **Question** | **Rationale** |
| 1. Teaching social behavioral skills calls upon the same methods used to teach academics — direct instruction, modeling, practice, and feedback. 2. True 3. False | Once expectations have been defined, systematic teaching of those expected behaviors must be a routine part of the school day. Teaching social behavioral skills calls upon the same methods used to teach academics — direct instruction, modeling, practice, and feedback. |
| 2. If students are at the acquisition level of learning social skills where they are learning a new skill, lessons will need to be direct, explicit and taught frequently.   1. True 2. False | Acquisition is the first phase of learning when a student is learning a new skill. |
| 3. Maintenance is the first phase of learning when a student is learning a new skill.   1. True 2. False | Acquisition is the first phase of learning when a student is learning a new skill. This phase is followed by fluency, maintenance and generalization. |
| 4. Instruction of social behaviors for younger students in initial lessons for acquisition includes which of the following:   1. tell 2. show 3. practice 4. all of the above | Instruction of social behaviors for younger students in initial lessons for Acquisition includes tell, show and practice. |
| 5. Reminders before entering a setting or performing a task to promote successful demonstration of expected behaviors are called:   1. pre-corrects 2. correctives 3. specific positive feedback 4. none of the above | *Pre-Corrects are r*eminders before entering a setting or performing a task to promote successful demonstration of expected behaviors. Pre-corrects are best used after students have been formally taught and reminded of the correct behavior and procedures for a given setting. |
| 6. Active supervision includes which of the following:   1. moving 2. scanning 3. interacting 4. all of the above | Active supervision includes: 1) Moving = constantly, randomly, and targeting problem areas, 2) Scanning = observe all students, make eye contact, look and listen, and 3) Interacting Frequently = positive contact, frequent feedback, correct errors, deliver consequence. |
| 7. *Re-teaching is the process of* providing additional instruction and practice on each of the steps required to correctly exhibit the behavior.   1. True 2. False | *Re-teaching is the process of* providing additional instruction and practice on each of the steps required to correctly exhibit the behavior. As some students struggle to learn the expected social behavior, it is important to provide additional practice and recognition to them as they make progress toward correctly exhibiting the behavior (e.g. “Nice work, Ted, turning in your homework. Let me show you which bin you should place it in as you come in the door of the classroom.”). |
| 8. Maintenance is the ability to perform a behavior over time.   1. True 2. False | Maintenance is the ability to perform a behavior over time. These lessons would consist of reminders of when, where, and how expected behaviors are to be performed. |