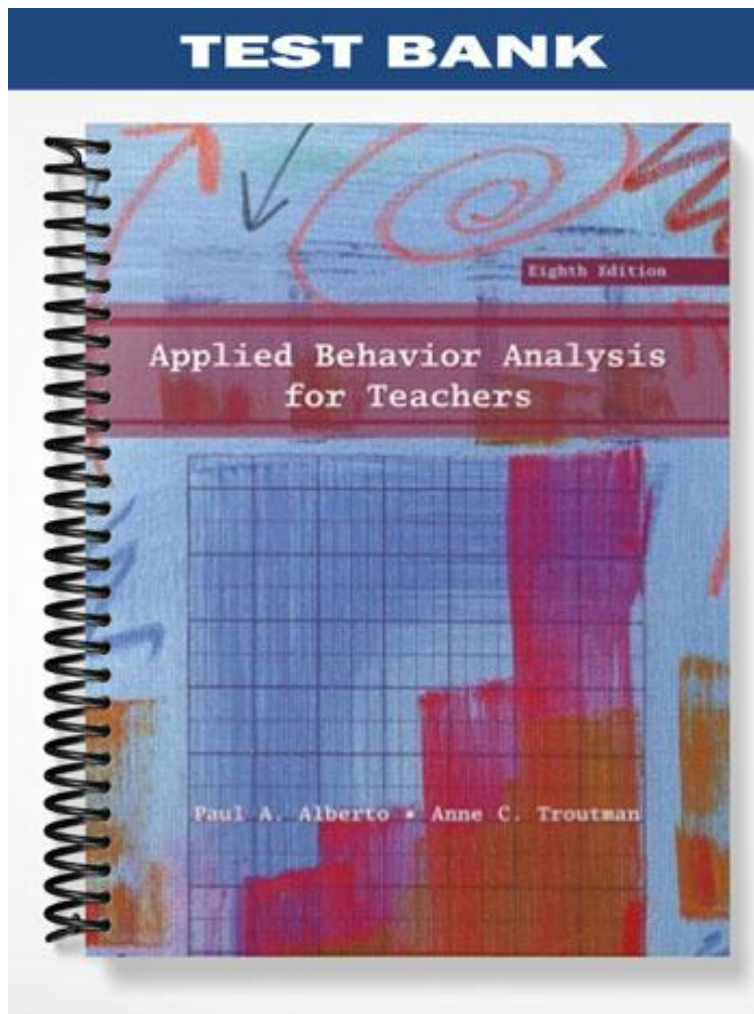# TEST BANK

Eighth Edition

Applied Behavior Analysis for Teachers

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TRUE/FALSE.   Write 'T' if the statement is true and 'F' if the statement is false.

1) Behavioral objectives improve communication among professionals.   1) _____

2) A statement of conditions lists antecedent stimuli, including instructions, materials, and setting.   2) _____

3) A measure of response accuracy (e.g., 8 out of 10 correct) represents the <u>acquisition</u> level of response competence.   3) _____

4) A statement of the conditions under which the target behavior is to be performed is not part of a traditional behavioral objective.   4) _____

5) Criterion statements set minimum performance standards for a behavioral objective.   5) _____

6) At Bloom's learning level of analysis, the student should demonstrate the ability to bring parts together resulting in a different, original, or creative whole.   6) _____

7) The Behavior Intervention Plan (BIP) is a component of the IEP that attempts to link the management of behaviors that impede instruction with positive intervention strategies to reduce the occurrence of inappropriate behaviors and increase appropriate behaviors.   7) _____

Each of the following is an acceptable behavioral objective:

8) Joe will write in cursive handwriting, 20 fourth grade spelling words from dictation by the resource teacher, with no more than two errors for 3 consecutive weeks.   8) _____

9) Bill will increase his skills in basketball by 50% for 3 weeks.   9) _____

10) Tom will dress himself independently for 3 consecutive days.   10) _____

11) After eating his dinner, Jerome will take his plate to the kitchen sink with no more than one verbal reminder 4 out of 5 days per week for four weeks.   11) _____

12) Maintenance is the ability to perform a response over time without reteaching.   12) _____

13) A generalized response is one that occurs after instruction has been terminated.   13) _____

14) One core element of the IEP is a description of the parent's responsibilities in the IEP process.   14) _____

15) An operational definition provides concrete examples of a target behavior.   15) _____

MULTIPLE CHOICE.   Choose the one alternative that best completes the statement or answers the question.

16) The process of pinpointing behavior refines a broad generalization into: 16) _____
   A) specific, observable and measurable behavior
   B) natural, measurable and specific behavior
   C) generic, observable and measurable behavior
   D) schedule, specific and observable behavior

17) Directly observable behaviors include: 17) _____
   A) to underline, to draw, to discriminate   B) to know, to walk, to identify in writing
   C) to see, to put on, to connect   D) to remove, to count orally, to circle

18) Target behavior must be included in behavioral objectives because: 18) _____

A) the statement allows our confirmation that a change has actually occurred
B) the precise definition of the behavior facilitates continuity of instruction
C) A and B
D) none of the above

19) A behavioral objective should be written such that its contents are: 19) _____
    A) repeatable   B) measurable   C) observable   D) all of the above

20) Antecedent stimuli or conditions may be defined by the teacher to set up the appropriate   20) _____
response. They may include:
    A) identifiable behavior, amount of assistance and demonstration
    B) demonstration, verbal instructions and manner of assistance
    C) environmental setting, written instructions or verbal responses
    D) demonstration, materials to be used and number of responses

21) Criteria for acceptable performance include statements addressing duration. Which of the   21) _____
following is NOT an acceptable duration statement?
    A) will return within 15 minutes   B) begin within five minutes
    C) will complete within one hour   D) for no more than 2 weeks

22) Generalization is the performance of a skill in an untrained situation. Generalization should   22) _____
occur across:
    A) various instructions and instructors   B) various settings
    C) various materials   D) all of the above

23) A hierarchy of levels of learning is helpful in writing objectives because: 23) _____
    A) they suggest observable, measurable behaviors that may occur as the result of both simple
        and complex learning
    B) focus on a knowledge base
    C) they are written for cognitive, affective, and psychomotor areas
    D) all of the above

24) Objectives on the IEP include: 24) _____
    A) long-term goals, short-term objective, and criteria for mastery
    B) short-term objective, person responsible, criteria for mastery, and review date
    C) short-term objective, student's name, and review date
    D) person responsible, parent's responsibility, and latency period

25) To write effective objectives, the applied behavior analyst must: 25) _____
    A) Broadly identify a target behavior for instruction
    B) Define the instructional procedures to use for behavior change
    C) Refine broad generalizations into specific, observable, measurable objectives
    D) B and C only

26) Educational goals are: 26) _____
    A) Usually 3 to 4 months long
    B) Statements of actual instructional intent
    C) The length of a grading period for students with mild disabilities
    D) Statements of annual program intent

27) Behavioral objectives are: 27) _____
    A) Statements of actual instructional intent   B) Generically defined

C) Long term in nature   D) Statements of annual program intent

28) Which component is missing from the following objective? "Jason will fill the ice cube tray   28) _____
   independently during 4 out of 5 sessions."
      A) Learner   B) Target behavior
      C) Criteria for acceptable performance   D) Condition

29) An appropriate behavioral objective must be: 29) _____
      A) Observable, measurable and repeatable
      B) Modifiable for the numerous environmental settings in which students participate
      C) Understandable and broadly defined
      D) Recognized as age-appropriate

30) _____ refers to repeated practice after an objective has been initially accomplished.   30) _____
      A) Response Prompting   B) Distributed practice
      C) Overlearning   D) Fluency

31) An optimum number of overlearning opportunities is approximately _____% of the number   31) _____
   of trials required for acquisition of the behavior.
      A) 50%   B) 75%   C) 33%   D) 25%

32) Requiring a student to use a method, concept, or theory in various concrete situations requires 32) _____
   what level of learning?
      A) Application   B) Comprehension
      C) Synthesis   D) Evaluation

33) Refining broad generalizations into specific, observable, measurable behaviors is known as: 33) _____
      A) Specification   B) Pinpointing
      C) Individualization   D) Modification

34) Educational goals for individual students must be developed on the basis of evaluation data and 34) _____
   consider:
      A) Prerequisites necessary for acquiring new skills
      B) Inappropriate behaviors
      C) The student's past and projected rate of development
      D) all of the above

35) Which component is missing from the following objective? "When presented with a textbook   35) _____
   and the verbal directive to read a specific page, Allison will open her book and begin reading."
      A) Criteria for acceptable performance
      B) Target behavior
      C) Learner
      D) Conditions under which the behavior is to be displayed

36) "Point to the correct answer" is an example of which component of a behavioral objective?   36) _____
      A) Conditions   B) Learner
      C) Criteria for acceptable performance   D) Target behavior

37) It is important for a behavior to be operationally defined because   37) _____
      A) It facilitates continuity of instruction
      B) It ensures that the teacher is consistently observing the same behavior
      C) It allows for confirmation by a third party

D) all of the above

38) Which of the following is not an appropriate target behavior for an objective? 38) _____
    A) Point to the correct algebraic formula
    B) Understand the value of coins
    C) Independently operate a microwave oven
    D) Increase the number of times student raises her hand during a 30-minute lesson

39) *When presented with a fast food menu at Burger Barn, Brooke will place her order within 30 seconds, 8* 39) _____
    out of 10 trials over 3 consecutive weeks.   This objective represents the _____ level of response
    competence.
    A) Acquisition   B) Fluency   C) Generalization   D) Maintenance

40) _____ is the ability to perform a behavior under conditions different from those in place 40) _____
    during acquisition.
    A) Overlearning   B) Generalization
    C) Distributed Practice   D) Fluency

41) During the third grade, John learned his multiplication facts. Upon returning to school after the 41) _____
    summer break, his fourth-grade teacher tested his ability to recite his multiplication facts. John's
    fourth-grade teacher was assessing which skill level?
    A) overlearning   B) fluency   C) generalization   D) maintenance

42) Mike's job coach was concerned with his production on the job site. Mike had mastered the 42) _____
    assembly skills but was having difficulty keeping up with the competitive job production of his
    coworkers. Mike's job coach should work on which of the following?
    A) acquisition   B) generalization
    C) fluency   D) none of the above

43) All of the following are reasons for identifying the target behavior in the behavioral objective 43) _____
    EXCEPT:
    A) facilitates continuity of instruction   B) consistency in behavior observation
    C) required by law   D) confirmation by a third party

44) Educational goals should consider: 44) _____
    A) amount of instructional time available
    B) students past and projected rate of development
    C) prerequisite skills necessary for acquiring new skills
    D) all of the above

45) Which of the following would be an example of a long-term educational goal for a student with 45) _____
    a severe disability?
    A) demonstrate knowledge of how to solve an algebraic equation
    B) point to the largest item in an array for three consecutive sessions
    C) decrease out-of-seat behavior
    D) B and C

46) When selecting a criterion for mastery, the teacher should consider: 46) _____
    A) number of learning opportunities to be provided
    B) ability of the student
    C) nature of the content
    D) all of the above

47) Which of the following is NOT one of Bloom's levels of learning?   47) _____
    A) generalization   B) synthesis   C) analysis   D) comprehension

48) This level of learning requires students to use a concept in various settings or situations.   48) _____
    A) application   B) analysis   C) acquisition   D) generalization

49) A behavioral intervention plan includes: 49) _____
    A) results of a functional assessment
    B) operation definition of the target behavior
    C) intervention strategies
    D) all of the above

50) Which of the following components are required for an individual transition plan (ITP)?   50) _____
    A) list of specific transition services to employed
    B) measurable post secondary goals
    C) A and B
    D) none of the above

SHORT ANSWER.   **Write the word or phrase that best completes each statement or answers the question.**

51) Educational goals for individual students must be developed on the basis of evaluation   51) _____
    data and other factors. Briefly list 5 of these other factors.

52) The four components of a behavioral objective are: 52) _____

53) The IBSO (is the behavior specific and objectives) Test uses three questions to evaluate a   53) _____
    description of a target behavior. Discuss each of these.

54) A measurement of accuracy is only one dimension for evaluating performance. It   54) _____
    represents the acquisition level of performance. Briefly describe the other 3 levels of
    performance.

55) What are functional skills?   55) _____

ESSAY.   **Write your answer in the space provided or on a separate sheet of paper.**

56) Discuss how transition planning has impacted IEP development at the secondary level.

57) Compare and contrast Bloom's taxonomy with the four levels of learning (acquisition, fluency, maintenance,
    generalization).

58) Compare and contrast the components of educational goals and behavioral goals. Give an example of each
    for a student with a disability.

59) Describe the importance of operationally defining the target behavior. Write an operational definition for
    off-task behavior.

60) Write a behavioral objective including the four components of a behavioral objective. Describe the
    importance of each component in writing an effective objective.

1) TRUE
2) TRUE
3) TRUE
4) FALSE
5) TRUE
6) FALSE
7) TRUE
8) TRUE
9) FALSE
10) FALSE
11) TRUE
12) TRUE
13) TRUE
14) FALSE
15) TRUE
16) A
17) D
18) C
19) D
20) B
21) B
22) D
23) A
24) B
25) D
26) D
27) A
28) D
29) A
30) C
31) A
32) A
33) B
34) D
35) A
36) D
37) D
38) B
39) B
40) B
41) D
42) C
43) C
44) D
45) C
46) D
47) A
48) D
49) D
50) C
51) See text for answers.

52) See text for answers.
53) See text for answers.
54) See text for answers.
55) See text for answers.
56) See text for answers.
57) See text for answers.
58) See text for answers.
59) See text for answers.
60) See text for answers.