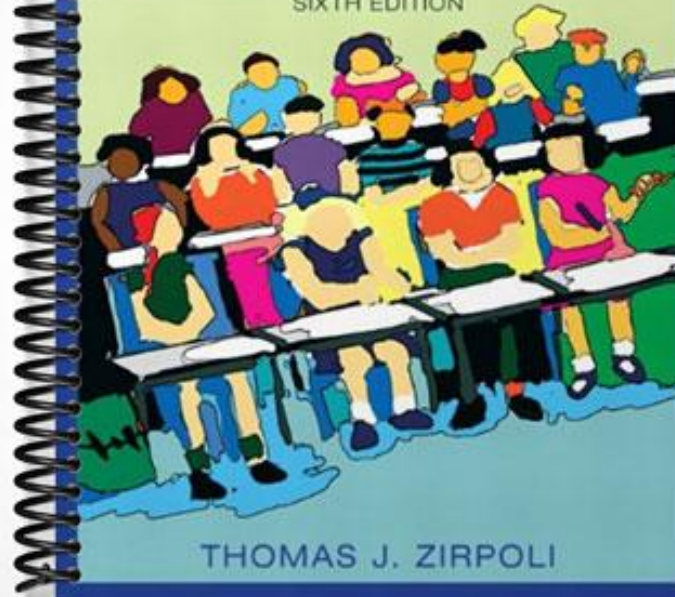


TEST BANK

**BEHAVIOR
MANAGEMENT**

Positive Applications for Teachers

SIXTH EDITION



THOMAS J. ZIRPOLI

Instructor's Resource Manual

for

**Behavior Management:
Positive Applications for Teachers**
Sixth Edition

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CHAPTER 1: BASIC CONCEPTS OF BEHAVIOR AND BEHAVIOR MANAGEMENT

CHAPTER OVERVIEW

Understanding why individuals behave the way they do and how behavior may be taught, changed, or modified is the primary concern of this text. In this chapter, historical foundations, basic concepts, assumptions, as well as common misconceptions of behavior and behavior management are addressed.

CHAPTER OUTLINE

- I. Historical Foundations to Understanding Behavior and Behavior Analysis
 - A. Classical conditioning
 - 1. Ivan P. Pavlov: The father of classical conditioning
 - 2. John B. Watson: The father of behaviorism
 - B. Operant conditioning
 - 1. What happens prior to the behavior?
 - 2. What happens after the behavior?
 - 3. Edward L. Thorndike: The laws of behavior
 - 4. Burrus Frederic Skinner: The father of operant conditioning
 - C. The behavioral versus psychoanalytic approach
 - D. Social learning theory
 - 1. Albert Bandura: The father of social learning theory
 - E. Behavior therapy
 - 1. Systematic desensitization
 - 2. Modeling
 - 3. Biofeedback
 - F. Applied behavior analysis
 - 1. Ivar Lovass: The father of applied behavior analysis
- II. Basic Concepts of Behavior and Behavior Management
 - A. Behavior
 - B. Responses
 - C. Stimuli
 - D. Antecedents
 - E. Consequences
 - E. Reinforcement
 - F. Punishment
 - G. Prompts and cues
 - 1. Natural prompts
 - 2. Verbal prompts
 - 3. Gestural prompts
 - 4. Modeling prompts

5. Physical prompts

III. Basic Assumptions About Behavior and Behavior Management

- A. Most behaviors are learned
- B. Most behaviors are stimulus-specific
- C. Most behaviors can be taught, changed or modified
- D. Behavior change goals should be specific and clearly defined
- E. Behavior change programs should be individualized
- F. Behavior change programs should focus on the here and now
- G. Behavior change programs should focus on the child's environment
- H. Behavior change programs should focus on reinforcement strategies and other positive behavior supports

IV. Myths and Misconceptions About Behavior and Behavior Management

- A. Myth: Changing another person's behavior is coercive
- B. Myth: The use of reinforcement to change behavior is a form of bribery
- C. Myth: Children will learn to behave appropriately only for reinforcement
- D. Myth: Children should "work" for intrinsic reinforcers
- E. Myth: All children should be treated in the same way

V. Summary

VI. Discussion Questions

VII. References

DISCUSSION QUESTIONS FROM TEXT

1. What are the differences between classical and operant conditioning? Provide examples of each as observed in everyday situations.
2. Describe the primary differences between the psychoanalytic and behavioral approaches to understanding behavior.
3. Discuss and give examples of how some of the treatment strategies in behavior therapy are related to classical conditioning
4. Discuss the treatment strategies frequently associated with behavior therapy. Could any of the treatment strategies be applied to the classroom setting, and if so, how?

5. Discuss the relationship among antecedents, behavior, and consequences in operant conditioning. Give examples of this relationship as observed in everyday experiences.
6. List and give examples of the different types of prompts and cues that may be used as antecedent stimuli to teach new behaviors.
7. Discuss the basic concepts of behavior and behavior management.
8. What is behaviorism? Discuss the basic assumptions of behavior and behavior management.

ACTIVITIES TO EXTEND DISCUSSION QUESTIONS

1. Identify and describe the use of behavior management strategies you have observed either in a school or community setting.
2. Role play a discussion of behavior management strategies among teachers in the faculty lounge. Divide the class into groups of three. One person should assume the role of an advocate for use of behavior modification techniques, one the role of opposing behavior modification techniques and the third person's role is that of uncommitted to either side of the issue. After 10–15 minutes of discussion a group consensus should be reached.
3. In groups of 4–5, have students discuss and list ethical considerations when using behavior modification techniques within the classroom setting. Return to large group to compile a comprehensive list of ethical considerations and possible precautions.
4. Interview an educator on how they use basic principles and techniques of behavior management within their classroom.
5. Keep a log for one day. Note each time you have used or someone has used on you one of the principles of applied behaviorism (e.g. reinforcement, shaping, punishment, etc.).
6. Identify an inappropriate behavior exhibited by a student, child or spouse. Describe the behavior in observable and measurable terms.

CHAPTER 2: LEGAL CONSIDERATIONS FOR PUBLIC SCHOOLS

CHAPTER OVERVIEW

Courts have recognized the crucial importance of schools maintaining a safe and orderly educational environment and have granted great latitude to teachers to exercise this control through the use of discipline. Courts, however, have also recognized that students, while at school, have rights that must be respected. The purpose of this chapter is to examine important legal issues for schools as they try to balance the rights and responsibilities of both teachers and students.

CHAPTER OUTLINE

- I. Introduction
- II. Teachers' Duty to Enforce Discipline
- III. Students' Due Process Protections
 - A. Procedural due process: The right to fair procedures
 - B. Substantive due process: The right to reasonableness
 - C. Summary of due process protections and discipline
- IV. Disciplining Students with Disabilities
 - A. Disciplinary provisions of IDEA 1997 & 2004
 - 1. Suspensions and expulsions
 - 2. The manifestation determination
 - 3. The interim alternative educational setting
 - B. Proactively addressing behavior problems of students with disabilities
 - C. Summary of disciplining students with disabilities
- V. School-wide Discipline
 - A. Developing school wide discipline policies
 - B. Rules and consequences
 - C. Programming for students with serious behavior problems
- VI. Implications for Teachers and Administrators
 - A. Develop school district disciplinary policies and procedures
 - 1. Proactively address problem behavior
 - 2. Provide training in behavioral interventions to teachers
 - 3. Document disciplinary actions
 - 4. Evaluate the effectiveness of interventions

- VII. Summary
- VIII. Discussion Questions
- IX. References

DISCUSSION QUESTIONS FROM TEXT

1. The Individuals with Disabilities Education Act Amendments of 1997 and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) require school-based teams to use positive behavior interventions and supports, and to move away from reliance on punishment when addressing problem behavior. What are positive behavior interventions and supports, and why does the law encourage their use?
2. What are the due process protections for students? How can schools ensure that due process protections are available to all students?
3. What does the IDEA require when using short-term suspensions with students who are receiving special education services?
4. What discipline procedures can schools use for students receiving special education services? Specifically, what action can a school take when a student receiving special education services brings a weapon to school?
5. What is an interim alternative educational setting? What must schools do to ensure these settings are appropriate?
6. What is a manifestation determination?

ACTIVITIES TO EXTEND DISCUSSION QUESTIONS

1. Review lower court cases leading to a Supreme Court ruling on student discipline. How did the Supreme Court ruling differ from these lower court decisions?
2. Read an actual Supreme Court ruling regarding student discipline. Discuss the issues and variables mentioned in the ruling?
3. Interview your school district attorney regarding past and pending cases of student discipline.
4. Review the syllabus for a college course on School Law. Note the amount of material, if any, focused on special education law.

TEST BANK

CHAPTER 1: BASIC CONCEPTS OF BEHAVIOR AND BEHAVIOR MANAGEMENT

Multiple Choice

1. Which of these is not a component of behaviorism?
 - a. Observable and measurable behaviors
 - b. Covert psychological processes
 - c. Environmental antecedents and consequences
 - d. Behavioral objectives

2. A naturally stimulating or unnatural event in the environment is a:
 - a. Stimulus
 - b. Unconditioned stimulus
 - c. Unconditioned response
 - d. Conditioned stimulus

3. The scientist often referred to as the father of classical conditioning is:
 - a. Skinner
 - b. Watson
 - c. Thorndyke
 - d. Pavlov

4. An operant is:
 - a. An event that precedes a target behavior
 - b. An involuntary or reflexive behavior
 - c. A behavior or response that is controlled or at least influenced by events in the environment
 - d. An event in the environment that follows a behavior(s)

5. In operant conditioning the consequence is identified as a _____ if the preceding behavior increases or is maintained at a current rate, duration or intensity.
 - a. Reinforcer
 - b. Punisher
 - c. Stimulus
 - d. Environmental factor

6. The roots of operant conditioning can be traced to the work of:
 - a. Skinner
 - b. Thorndyke
 - c. Watson
 - d. Pavlov

7. Which of the following are considered to be representative of the psychoanalytic approach in understanding behavior?
 - a. Measurable and observable behaviors
 - b. Antecedents, behaviors and consequences
 - c. Inappropriate behavior is learned
 - d. Drives, impulses, needs and motives

8. Which of the following terms may be considered an extension or practical application of classical conditioning?
 - a. Psychoanalysis
 - b. Behavior Therapy
 - c. Applied Behavior Analysis
 - d. Shaping

9. Which of these are examples of behavior therapy techniques?
 - a. Reinforcement, punishment, and biofeedback
 - b. Systematic desensitization, biofeedback, and covert conditioning
 - c. Flooding, shaping, and punishment
 - d. Systematic desensitization, punishment and prompts/cues

10. When a teacher claps her hands in a effort to get the children's attention and the children continue to play; this is an example of:
 - a. SD-Stimulus Discrimination
 - b. Stimulus control
 - c. Stimulus generalization
 - d. S-delta

True/False

- _____ 1. Behavior modification is a single technique used to change behavior.
- _____ 2. The term "behavior" refers to both covert and overt responses.
- _____ 3. An example of a conditioned stimulus is food.
- _____ 4. Respondent behaviors are usually under the control of the individual.
- _____ 5. An "operant" is a response or behavior controlled or influenced by events in the environment.
- _____ 6. A consequence is identified as a reinforcer if the preceding behavior increases or is maintained at a current rate.
- _____ 7. A punisher is a consequence that decreases a rate of behavior.
- _____ 8. Skinner thought it was more important to explain behavior than

to describe it.

_____ 9. Systematic desensitization is a strategy associated with Behavior Therapy.

_____ 10. Bandura's social learning theory is based on a process described as reciprocal determinism.

Matching

Match the following researchers with their important contributions.

- | | |
|-----------------|---------------------------------------|
| _____ Pavlov | a. Social learning theory |
| _____ Watson | b. Father of operant conditioning |
| _____ Thorndyke | c. Father of classical conditioning |
| _____ Skinner | d. Father of behaviorism |
| _____ Wolpe | e. Behavior therapy research |
| _____ Bandura | f. Law of effects and law of exercise |

Short Answer

1. List five basic concepts of applied behaviorism.
2. List five assumptions of behaviorism.
3. List four common misconceptions regarding behaviorism.

CHAPTER 2: LEGAL CONSIDERATIONS FOR PUBLIC SCHOOLS

Multiple Choice

1. Formal notices and hearings are required for suspensions of ____ days or longer.
 - a. 5
 - b. 10
 - c. 12
 - d. 20

2. A manifestation determination is a review of _____.
 - a. Possible interim alternative educational settings for a student
 - b. The effectiveness of an intervention in correcting a target behavior
 - c. The relationship between a student's disability and misconduct
 - d. The danger posed by a given child to the school community

3. In *Goss v. Lopez*, the Supreme Court held that students _____.
 - a. Have due process rights when disciplinary procedures such as suspension are used.
 - b. Do not have constitutional rights under any circumstance.
 - c. Are not entitled to share their side of the story when suspensions are used.
 - d. May or may not have due process rights in the event of suspension depending on state laws.

4. A student with disabilities who brings a weapon to school may be placed in an interim alternative educational setting for up to ____ days.
 - a. 15
 - b. 25
 - c. 35
 - d. 45

5. When students are suspended for more than 10 days, the school must:
 - a. Provide a free public education for the student in an IAES.
 - b. Arrange a formal hearing (with advance notice of time, place, and procedure).
 - c. Give an oral or written notice of charges and an opportunity to respond to charges.
 - d. The school has no particular obligations in this situation.

True/False

- _____ 1. Prior to IDEA '97, the discipline of students with disabilities was governed by rulings in numerous lower court cases concerned with that issue.
- _____ 2. Under the concept of *in loco parentis*, teachers are permitted to discipline students in addition to teaching them.
- _____ 3. Students have a right to due process even if their liberties and property interests are not threatened.
- _____ 4. In schools, procedural due process entails basic protections such as notice and hearing.

- _____ 5. Under IDEA 2004, teachers may use procedures such as time-out and detention whenever they wish, regardless of students' IEP goals.
- _____ 6. Records about the effectiveness of disciplinary procedures need only be kept infrequently.

Short Answer

1. What were the main disciplinary provisions of IDEA 2004?
2. What is a “manifestation determination?”
3. In general, what are rules for suspending students with disabilities?

ANSWER KEY

CHAPTER ONE

Multiple Choice: 1-b, 2-b, 3-d, 4-c, 5-a, 6-b, 7-d, 8-b, 9-b, & 10-d

True/False: 1-F, 2-T, 3-F, 4-F, 5-T, 6-T, 7-T, 8-F, 9-T, & 10-T

Matching: c, d, f, b, e, & a

CHAPTER TWO

Multiple Choice: 1-b, 2-c, 3-a, 4-d, & 5-b

True/False: 1-T, 2-T, 3-F, 4-T, 5-F, & 6-F

CHAPTER THREE

Multiple Choice: 1-b, 2-b, 3-a, 4-b, 5-a, & 6-b

True/False: 1-F, 2-T, 3-T, 4-F, 5-T, 6-F, 7-T, & 8-T

CHAPTER FOUR

Multiple Choice: 1-e, 2-b, 3-d, 4-e, & 5-b

True/False: 1-T, 2-T, 3-F, 4-T, & 5-T

CHAPTER FIVE

Multiple Choice: 1-b, 2-a, 3-d, 4-c, 5-c, 6-a, 7-b, & 8-c

True/False: 1-T, 2-T, 3-F, 4-T, 5-F, 6-T, 7-F, 8-F, & 9-T

CHAPTER SIX

Multiple Choice: 1-d, 2-c, 3-c, 4-e, 5-d, 6-d, 7-c, 8-c, 9-d, 10-a, & 11-c

True/False: 1-F, 2-T, 3-T, 4-T, 5-F, 6-F, 7-F, 8-T, 9-T, & 10-F

Matching: e, a, c, d, & b

CHAPTER SEVEN

Multiple Choice: 1-c, 2-d, 3-b, 4-b, 5-c, 6-a, 7-d, 8-d, 9-b, 10-d, 11-a, 12-d, 13-b, 14-c

True/False: 1-F, 2-T, 3-T, 4-F, 5-T, 6-F, 7-T, 8-T, 9-F, & 10-T

CHAPTER EIGHT

Multiple Choice: 1-d, 2-c, 3-c, 4-d, 5-b, 6-b, 7-d, 8-d, 9-d, & 10-c

True/False: 1-T, 2-F, 3-T, 4-F, 5-F, 6-T, 7-F, 8-T, 9-T, & 10-F

CHAPTER NINE

Multiple Choice: 1-e, 2-a, 3-b, 4-d, 5-a, 6-a, 7-b, 8-e, 9-b, & 10-f

True/False: 1-T, 2-F, 3-F, 4-T, 5-T, 6-T, 7-F, & 8-F

CHAPTER TEN

Multiple Choice: 1-b, 2-c, 3-a, 4-c, 5-b, 6-d, 7-a, 8-c, 9-b, 10-d, 11-c, & 12-a

True/False: 1-T, 2-F, 3-F, 4-T

Fill in the Blank: 1-provision/increases, 2-negative, 3-Premack principle, 4-continuous, 5-forward chaining, 6-intermittent, & 7-fixed interval.

CHAPTER ELEVEN

Multiple Choice: 1-c, 2-b, 3-d, 4-a, 5-d, 6-b, 7-d, 8-c, 9-a, & 10-d

True/False: 1-T, 2-T, 3-F, 4-F, & 5-T

CHAPTER TWELVE

Multiple Choice: 1-d, 2-b, 3-a, 4-c, 5-b, 6-d, 7-a, 8-c, 9-b, & 10-a

True/False: 1-F, 2-T, 3-F, 4-T, 5-F

CHAPTER THIRTEEN

Multiple Choice: 1-b, 2-a, 3-c, 4-b, 5-d, 6-a, 7-c, 8-b, 9-d, & 10-c

True/False: 1-T, 2-F, 3-T, 4-T, 5-T, & 6-F

CHAPTER FOURTEEN

Multiple Choice: 1-c, 2-a, 3-b, 4-d, 5-a, 6-c, 7-b, 8-e, 9-b, & 10-a

True/False: 1-T, 2-T, 3-T, 4-T, 5-T, 6-T, 7-T, 8-T, 9-T, & 10-F