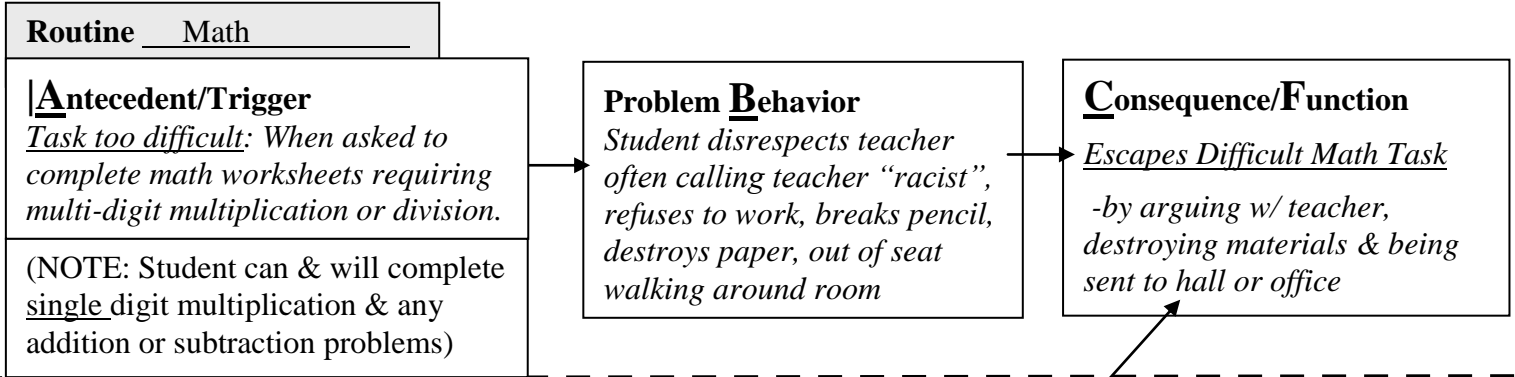


# Pre-Test #1

## Identifying Behavioral Interventions based on a Functional Behavioral Assessment

Student       Dexter       Grade   5<sup>th</sup>   Date       Today      

**#1 Read the ABC Summary of Behavior below and Complete the tasks below the dashed line.**



**#2 Identify the Most Appropriate Alternative Behavior based on the Function of Behavior above**

**CHECK 1**

- Alternative Behavior**

  - Complete the worksheet without problem behavior
  - Finish the multi-digit worksheet then take a break
  - Ask teacher for a break from work
  - Ask a peer to check his work after each problem.
  - Student earns extra recess for completing worksheet

**#3 Select the Interventions that Best Match the Function of Behavior in the Summary Statement above:**

<u>Manipulate Antecedent</u> to prevent problem & prompt alternate/desired behavior	<u>Teach Behavior</u> Explicitly Teach Alternate & Desired Behaviors	<u>Alter Consequences</u> to reinforce alternate & desired behavior & extinguish negative behavior	
		<u>Alt./Expected Behavior</u>	<u>Problem Behavior</u>
<p style="text-align: center;"><b><u>CHECK 1</u></b></p> <p>___ Move student's seat closer to the teacher's desk</p> <p>___ Have student join a counseling group</p> <p>___ Have student complete 3 multi-digit multiplication problems then check with peer</p> <p>___ Give student worksheets with more single digit &amp; few multi-digit mult/div problems</p> <p>___ Use a computer game to have student practice multi-digit multiplication</p>	<p style="text-align: center;"><b><u>CHECK 1</u></b></p> <p>___ Teach student to ask a peer to check his work after completing 3 problems</p> <p>___ Teach student to ask teacher for a break from work</p> <p>___ Have student write what they did wrong &amp; what they should do next time</p> <p>___ Teach student to complete the multi-digit multiplication worksheet &amp; then ask for a break</p> <p>___ Teach empathy; have student write how it feels when he's called racist or called names</p>	<p style="text-align: center;"><b><u>CHECK 2</u></b> ←</p> <p>___ Student earns a "Skip 5 problems" card if on-task for 10 min. or completing 5 problems</p> <p>___ Student earns 5 min in skatepark after finishing multi-digit multiplication worksheet</p> <p>___ Student gets to do multiplication on computer if on task for 5 min.</p> <p>___ Student gets to take a break when asking appropriately</p> <p>___ Student gets extra recess time for finishing worksheets all week</p>	<p style="text-align: center;"><b><u>CHECK 2</u></b> ←</p> <p>___ Have student write an apology immediately for calling teacher "racist"</p> <p>___ Have student stay in during recess to finish worksheet w/ teacher help</p> <p>___ When student is disrespectful give him an easier assignment</p> <p>___ Prompt student to ask for a break when problem behavior begins</p> <p>___ Warn the student to get to work or he will be sent to Time-out</p>

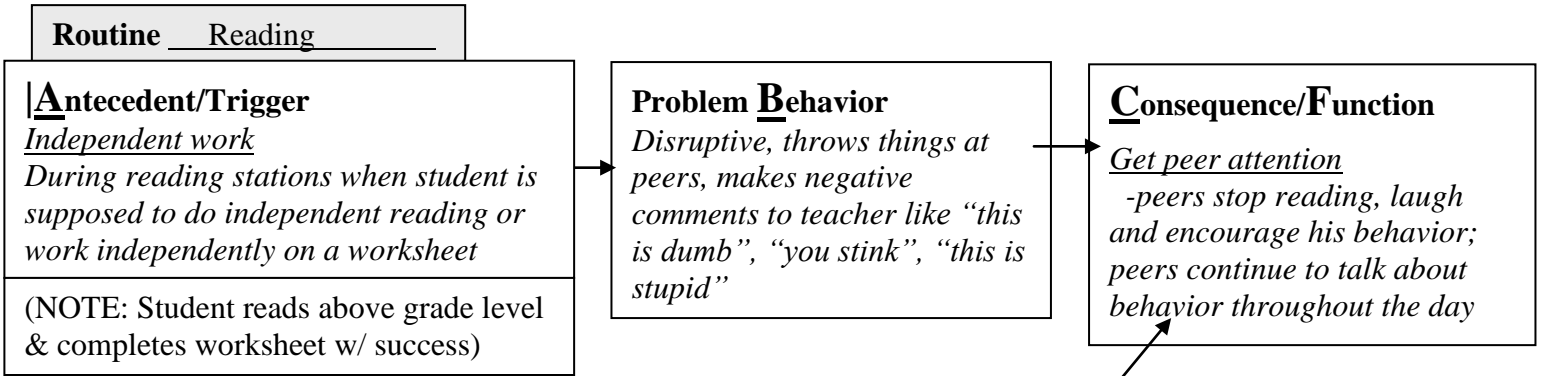
**Remember to Check 2 Responses in each column**

## Pre-Test #2

### Identifying Behavioral Interventions based on a Functional Behavioral Assessment

Student Quinn Grade 3<sup>rd</sup> Date Today

**#1 Read the ABC Summary of Behavior below and Complete the tasks below the dashed line.**



**#2 Identify the Most Appropriate Alternative Behavior based on the Function of Behavior above**

**CHECK 1**

- Alternative Behavior**

  - Ask to read or work with a peer
  - Ask for a work break
  - Earn extra recess w/ peer for finishing work quietly
  - Read quietly and finish worksheet independently
  - Ask to talk to the teacher

**#3 Select the Interventions that Best Match the Function of Behavior in the Summary Statement above:**

<b>Manipulate Antecedent to prevent problem &amp; prompt alternate/desired behavior</b>	<b>Teach Behavior</b> Explicitly Teach Alternate & Desired Behaviors	<b>Alter Consequences to reinforce alternate &amp; desired behavior &amp; extinguish negative behavior</b>	
		<b>Positive</b>	<b>Negative</b>
<p style="text-align: center;"><b><u>CHECK 1</u></b></p> <p>___ Give student worksheet with fewer problems &amp; easier (2<sup>nd</sup> grade ) reading passages</p> <p>___ Move student's seat closer to the teacher</p> <p>___ Modify reading assignments &amp; independent work to work with a peer</p> <p>___ Remind the student of school rules and not to say disrespectful comments</p> <p>___ Have the student wear headphones to reduce distractions</p>	<p style="text-align: center;"><b><u>CHECK 1</u></b></p> <p>___ Teach student to finish worksheet, then read independently</p> <p>___ Teach student to ask teacher for a break</p> <p>___ Teach student to ask for an alternate assignment</p> <p>___ Teach student to ask to work with a peer</p> <p>___ Teach student to respectfully ask teacher for help</p>	<p style="text-align: center;"><b><u>CHECK 2</u></b> ←</p> <p>___ Student gets to play game with teacher for completing work w/ no negative comments in reading</p> <p>___ Student earns 5 min. of free time with peer for being on task with no negative comments in reading</p> <p>___ Send a note home to the student's parents when Quinn works hard in class</p> <p>___ Let student work with peer if respectfully asks</p> <p>___ Let student work with teacher if respectfully asks</p>	<p style="text-align: center;"><b><u>CHECK 2</u></b> ←</p> <p>___ Peers earn "Wow Cards" for ignoring Quinn's negative comments</p> <p>___ Have peers tell Quinn to "be respectful" when he makes negative comments</p> <p>___ When student gets upset provide an alternate assignment or reading passage</p> <p>___ When student starts w/ problem behavior direct the student to ask to work w/ peer</p> <p>___ Have student write what he did wrong &amp; what he should do next time</p>

**Remember to Check 2 Responses in each column**