Implementing Effective Multi-Tiered Systems of Supports: Academic and Social-Emotional Prevention, Assessment, and Intervention

Quiz

Session 5. Behavioral Interventions for Disobedient, Disruptive, Defiant, and Disturbed Students [2 hours/45 minutes]

- The Importance of Self-Management
- The Stages of Data-based Functional Assessment Data-Based Problem Solving
- The Seven High-Hit Reasons for Students' Behavioral Challenges
- Selected Tier 2 Interventions to Change Challenging Students:
  - Increasing Appropriate Behavior
  - Decreasing Inappropriate Behavior
  - Controlling Behavior
- Final Integration and Summary

Questions

1. Which of the following is a "Self-Management Reality?"

   A. Students must be behaviorally taught interpersonal skills in order for them to demonstrate them.
   B. Student awareness is unimportant to the development of social, emotional, and behavioral self-management.
   C. If students can visualize and tell you what an appropriate response is to an interpersonal dilemma, they will demonstrate it.
   D. Teacher lecture and group discussions are the best ways to teach self-management skills.

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2. The tiers in a multi-tiered system of support reflect:

   A. The percentage of students succeeding or not succeeding in their general education classrooms.
   B. The place where different services or interventions are delivered, and the expertise of the person delivering the same.
   C. The intensity of services, supports, strategies, or interventions needed by students to be successful.
   D. The number of and length of time that interventions that have been tried with a struggling student.

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3. True or False: Most schools will need to combine their separate social skills curriculum, teasing and bullying program, and trauma-sensitive teacher training approaches, respectively.

A. True
B. False

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4. Which of the following is not one of the seven high-hit reasons for students' challenging behavior?

A. Skill Deficits
B. Transfer of Training
C. Conditions of Emotionality
D. Inconsistency
E. Cognitive Dissonance

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5. True or False. Interventions should focus on changing behaviors, not treating diagnostic labels, categories, or conditions.

A. True
B. False

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Key

1. A

2. C

3. B

4. E

5. A

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