Behavioral Assessment: Quiz 1

24 October 2019

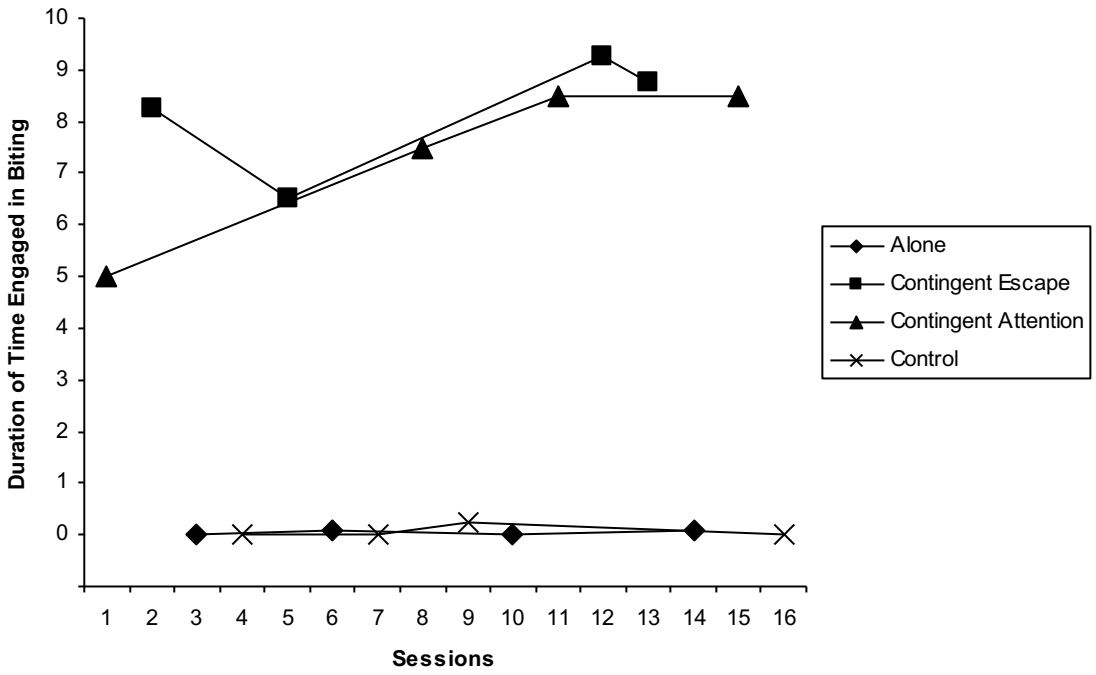
Analog conditions are used in a functional analysis because:

A. They are easy to contrive, implement, and maintain when attempting to discover the function of a behavior.
B. They allow the practitioner to better control the environmental variables that may be related to the problem behavior.
C. They allow the practitioner to better control the individual exhibiting the problem behavior than in the naturally occurring routine.
D. All of the above
E. B and C only.

Alternative appropriate behaviors that serve the same function for an individual:

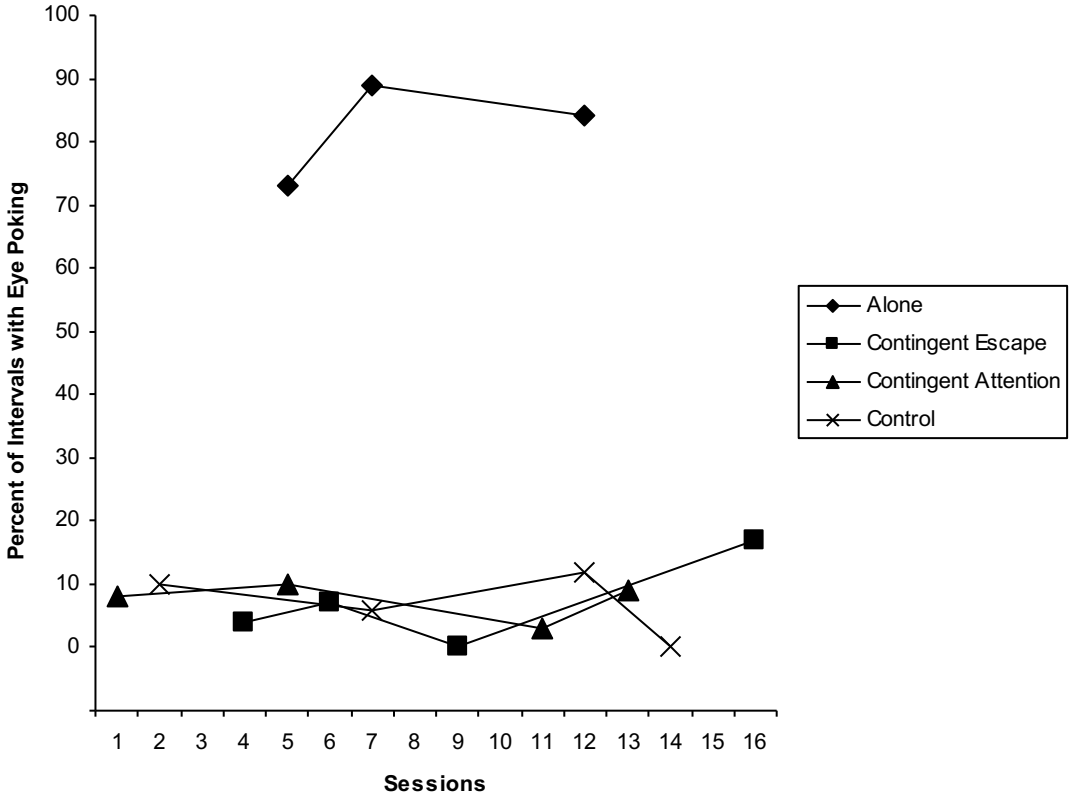
A. Always involve skills the individual already possesses.
B. Produce the same reinforcer for the individual.
C. Have the same topography as the problem behavior.
D. Always require the same amount of response effort as the problem behavior.

Look at the following graph from a functional analysis of Sammy's biting. What would you conclude is the function of Sammy's biting?



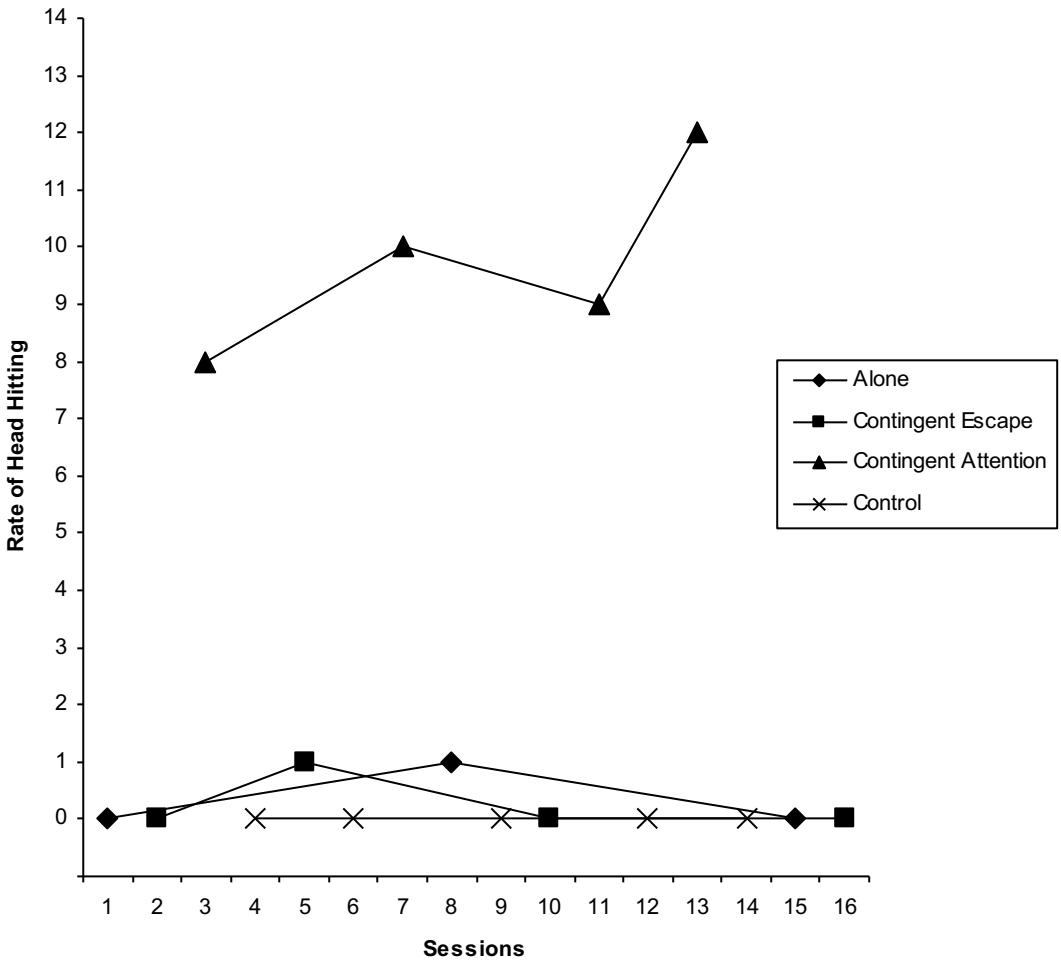
A. Social positive reinforcement
B. Automatic reinforcement
C. Social negative reinforcement
D. Both social positive reinforcement and social negative reinforcement
E. Both social negative reinforcement and automatic reinforcement
F. Undifferentiated pattern

Look at the following graph from a functional analysis of Brittany's eye poking. What would you conclude is the function of Brittany's eye poking?



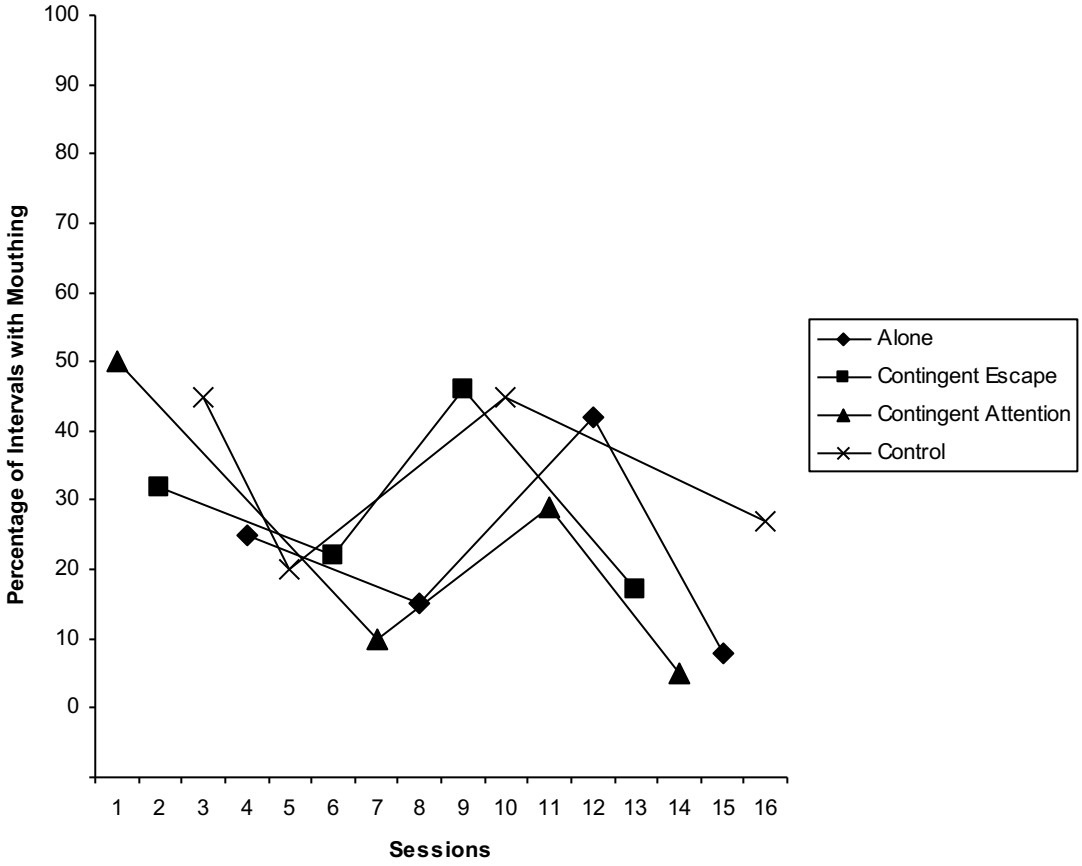
A. Social positive reinforcement
B. Automatic reinforcement
C. Social negative reinforcement
D. Both social positive reinforcement and social negative reinforcement
E. Both social negative reinforcement and automatic reinforcement
F. Undifferentiated pattern

Look at the following graph from a functional analysis of Michael's head hitting. What would you conclude is the function of Michael's head hitting?



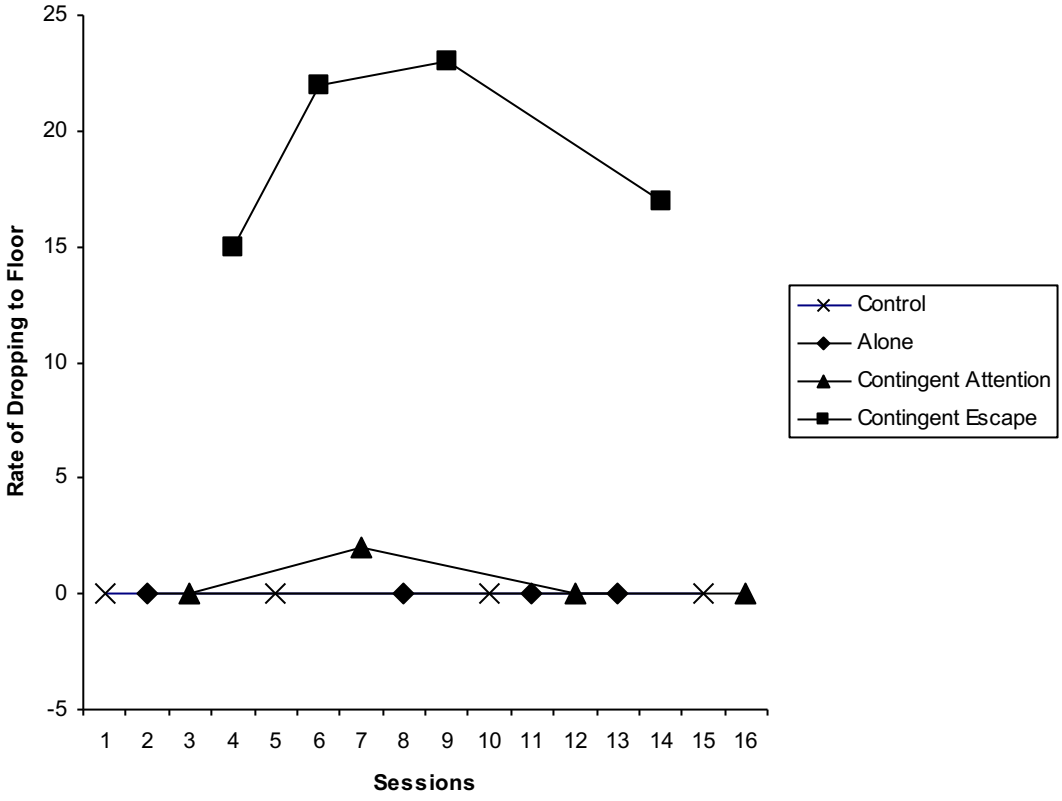
A. Social positive reinforcement
B. Automatic reinforcement
C. Social negative reinforcement
D. Both social positive reinforcement and social negative reinforcement
E. Both social negative reinforcement and automatic reinforcement
F. Undifferentiated pattern

Look at the following graph from a functional analysis of Laurie's mouthing. What would you conclude is the function of Laurie's mouthing?



A. Social positive reinforcement
B. Automatic reinforcement
C. Social negative reinforcement
D. Both social positive reinforcement and social negative reinforcement
E. Both social negative reinforcement and automatic reinforcement
F. Undifferentiated pattern

Look at the following graph from a functional analysis of Tony's floor dropping. What would you conclude is the function of Tony's dropping to the floor?



A. Social positive reinforcement
B. Automatic reinforcement
C. Social negative reinforcement
D. Both social positive reinforcement and social negative reinforcement
E. Both social negative reinforcement and automatic reinforcement
F. Undifferentiated pattern

Choose the corresponding answer(s) for each of the following statements. Answers may be used once, several times, or not at all.

A. ABC continuous recording
B. Behavior rating scales
C. Scatterplots
D. Behavioral interviews
E. ABC narrative recording ONLY

A E 1. C Recording procedure used to record the extent to which a target behavior occurs more often at a particular time than others.

2. E Type(s) of descriptive functional behavior assessment.

CE

3. A Observers record occurrences of the targeted problem behaviors and selected environmental events in the natural routine during a period of time.

4. E Data are collected only when behaviors of interest are observed.

E

5. A Uses precise measures and in some cases the correlations may reflect causal relations.

D

6. B Type(s) of indirect functional behavior assessment.

A

7. E Recording is open ended.

AE

8. C Data are collected for several days and then analyzed for patterns across time periods.

D

9. B May best be used as a means of collecting preliminary information.

10. D B Asks informants to estimate the extent to which behavior occurs under specified conditions.

1. What does a functional behavior assessment (FBA) allow a practitioner to do or accomplish?

2. Why does the topography of the behavior reveal rather limited information about the conditions that account for the behavior?

3. Why is it important to identify the conditions that account for a behavior rather than just the topography?

1. It allows a practitioner to review the existing data, do interview, or observe the behavior without testing. We can know what happen before the behavior occur, when, and what happen after the behavior occur.

2. Because the same topography may has different functions. We should know about the function behind the behavior.

3. As a behavior analyst, I should know the reason behind the behavior before making any treatment plan. For example, the kid screams and cries in the class room and screams and cries at home. In the class room, the kid wants the social negative reinforcement (he/she is not interested in the class); at home, he/she wants to get attention from parents (social positive reinforcement).