

## Appendices

## **Profile of Negative Classroom Behavior**

David B. Center

Georgia State University

Atlanta, GA

\* This scale is adapted from research conducted by Center and Wascom (1986 & 1987).

Center, D., & Wascom, A. (1986). Teacher perceptions of social behavior in learning disabled and socially normal children and youth. Journal of Learning Disabilities, 19, 420-425.

Center, D., & Wascom, A. (1987). Teacher perceptions of social behavior in behavior disordered and socially normal children and youth. Behavioral Disorders, 12, 200-206.

## Profile of Negative Classroom Behavior

### David Center

This survey is a measure of negative classroom behavior. This assessment involves rating how often students in your class engage in the behavior described in the survey items and how serious of a problem you consider the behavior to be. When rating a given item, you should try to recall particular situations where your students have demonstrated the behavior. Do not rate a class with which you have had less than 60 days of contact.

Check the appropriate items below:

A. Type of program I teach in:

- 1. Behavior Disordered
- 2. Learning Disabled
- 3. Mentally Retarded
- 4. Interrelated
- 5. Regular Education
- 6. Other (Specify) \_\_\_\_\_

B. Number of students I teach who are:

- 8. Asian
- 9. Black
- 10. Caucasian
- 11. Hispanic
- 12. Other (Specify) \_\_\_\_\_

C. The service delivery model I use is:

- 13. Regular class inclusion
- 14. Consulting
- 15. Resource
- 16. Self-Contained
- 17. Special Day School or Center
- 18. Residential School
- 19. Other (Specify) \_\_\_\_\_

D. Grade level of my program:

- 20. Early Childhood
- 21. Elementary
- 22. Middle School or Junior High
- 23. High School

E. Geographical location of my school:

- 24. Urban School
- 25. Suburban School
- 26. Rural School

### PNCB Summary Answer Sheet

Rate your classroom on each PNCB item for **frequency** and **seriousness** and multiply the two ratings. Place the product of the multiplication, from 0-9, in the blank beside the PNCB item number below. For example,  $0 \times 0 = 0$  (doesn't occur and isn't a problem) or  $3 \times 1 = 3$  (occurs daily and is a nuisance) or  $2 \times 3 = 6$  (occurs weekly and is a serious problem).

#### Frequency

0 = doesn't occur in my class  
 1 = occurs monthly in my class  
 2 = occurs weekly in my class  
 3 = occurs daily in my class

#### Seriousness

0 = not a problem  
 1 = a nuisance  
 2 = a problem  
 3 = a serious problem

1. _____	18. _____	35. _____	52. _____	69. _____
2. _____	19. _____	36. _____	53. _____	70. _____
3. _____	20. _____	37. _____	54. _____	a. _____
4. _____	21. _____	38. _____	55. _____	b. _____
5. _____	22. _____	39. _____	56. _____	c. _____
6. _____	23. _____	40. _____	57. _____	d. _____
7. _____	24. _____	41. _____	58. _____	e. _____
8. _____	25. _____	42. _____	59. _____	
9. _____	26. _____	43. _____	60. _____	PNCB Analysis:
10. _____	27. _____	44. _____	61. _____	Levels:            Categories:
11. _____	28. _____	45. _____	62. _____	A. _____      1. _____
12. _____	29. _____	46. _____	63. _____	B. _____      2. _____
13. _____	30. _____	47. _____	64. _____	C. _____      3. _____
14. _____	31. _____	48. _____	65. _____	D. _____      4. _____
15. _____	32. _____	49. _____	66. _____	5. _____
16. _____	33. _____	50. _____	67. _____	6. _____
17. _____	34. _____	51. _____	68. _____	

## Profile of Negative Classroom Behavior

David Center

After reading each item, place your rating for your class on the answer sheet provided or in the space adjacent to each item. Rate each PNCB item, from 0-3, for **frequency** and **seriousness** and multiply the two ratings. Place the product of the multiplication, from 0-9, in the blank beside the PNCB item number below. For example,  $0 \times 0 = 0$  (doesn't occur and isn't a problem) or  $3 \times 1 = 3$  (occurs daily and is a nuisance) or  $2 \times 3 = 6$  (occurs weekly and is a serious problem).

### Frequency

0 = doesn't occur in my class  
 1 = occurs monthly in my class  
 2 = occurs weekly in my class  
 3 = occurs daily in my class

### Seriousness

0 = not a problem in my class  
 1 = a nuisance in my class  
 2 = a problem in my class  
 3 = a serious problem in my class

- \_\_\_\_ 1. I have students who do not complete tasks or activities.
- \_\_\_\_ 2. I have students who cannot complete work within time limits.
- \_\_\_\_ 3. I have students who don't pay attention when instructions are being given.
- \_\_\_\_ 4. I have students who can't or won't follow instructions.
- \_\_\_\_ 5. I have students who don't perform up to their ability level in one or more instructional areas.
- \_\_\_\_ 6. I have students who deliberately make distracting noises.
- \_\_\_\_ 7. I have students who speak-out without permission.
- \_\_\_\_ 8. I have students who do not stay in their seat.
- \_\_\_\_ 9. I have students who seek attention in inappropriate ways.
- \_\_\_\_ 10. I have students who leave the classroom without permission.
- \_\_\_\_ 11. I have students who react with more anger than a situation calls for.
- \_\_\_\_ 12. I have students who are too dependent on others.

**Frequency**

0 = doesn't occur in my class  
 1 = occurs monthly in my class  
 2 = occurs weekly in my class  
 3 = occurs daily in my class

**Seriousness**

0 = not a problem in my class  
 1 = a nuisance in my class  
 2 = a problem in my class  
 3 = a serious problem in my class

- \_\_\_\_13. I have students who are physically aggressive when they take issue with someone.
- \_\_\_\_14. I have students who put themselves down.
- \_\_\_\_15. I have students who take advantage of others.
- \_\_\_\_16. I have students who are pessimistic.
- \_\_\_\_17. I have students who interrupt others.
- \_\_\_\_18. I have students who give the impression that they are experts on everything.
- \_\_\_\_19. I have students who are impatient.
- \_\_\_\_20. I have students who argue or talk-back when given instructions.
- \_\_\_\_21. I have students who talk negatively about others when they are not present.
- \_\_\_\_22. I have students who insult others.
- \_\_\_\_23. I have students who use threat and intimidation to get what s/he wants.
- \_\_\_\_24. I have students who make others feel they are competing with them.
- \_\_\_\_25. I have students who reject or criticize other people before knowing much about them.
- \_\_\_\_26. I have students who hurt other people while striving to reach their goals.
- \_\_\_\_27. I have students who talk repeatedly about their problems and worries.
- \_\_\_\_28. I have students who get into arguments.
- \_\_\_\_29. I have students who are sore losers.
- \_\_\_\_30. I have students who give unsolicited advice.

**Frequency****Seriousness**

0 = doesn't occur in my class  
 1 = occurs monthly in my class  
 2 = occurs weekly in my class  
 3 = occurs daily in my class

0 = not a problem in my class  
 1 = a nuisance in my class  
 2 = a problem in my class  
 3 = a serious problem in my class

- \_\_\_\_31. I have students who order rather than request people to do something.
- \_\_\_\_32. I have students who make embarrassing comments.
- \_\_\_\_33. I have students who won't interact with peers or participate in their activities.
- \_\_\_\_34. I have students who make fun of others.
- \_\_\_\_35. I have students who take or use things that aren't theirs without permission.
- \_\_\_\_36. I have students who blame others for their problems.
- \_\_\_\_37. I have students who hurt others' feelings when teasing them.
- \_\_\_\_38. I have students who speak in a whining tone.
- \_\_\_\_39. I have students who dominate conversations they have.
- \_\_\_\_40. I have students who are sarcastic.
- \_\_\_\_41. I have students who tell people what they think people want to hear.
- \_\_\_\_42. I have students who refuse to change their opinions or beliefs.
- \_\_\_\_43. I have students who criticize people when they talk to them.
- \_\_\_\_44. I have students who complain about trivial matters.
- \_\_\_\_45. I have students who perceive insults or criticism when none were intended.
- \_\_\_\_46. I have students who mistakenly think they are being treated unjustly or unfairly.
- \_\_\_\_47. I have students who use facial expressions (e.g., rolling eyes) or sounds (e.g., sighs) that offend others.

**Frequency****Seriousness**

0 = doesn't occur in my class  
 1 = occurs monthly in my class  
 2 = occurs weekly in my class  
 3 = occurs daily in my class

0 = not a problem in my class  
 1 = a nuisance in my class  
 2 = a problem in my class  
 3 = a serious problem in my class

- \_\_\_\_48. I have students who easily become angry.
- \_\_\_\_49. I have students who try to manipulate others to do what they want.
- \_\_\_\_50. I have students who allow others to do things for them without reciprocating.
- \_\_\_\_51. I have students who act like they are superior to other people.
- \_\_\_\_52. I have students who do not reveal their feelings.
- \_\_\_\_53. I have students who brag about their accomplishments and abilities.
- \_\_\_\_54. I have students who seem bored when interacting with others.
- \_\_\_\_55. I have students who gloat when they win.
- \_\_\_\_56. I have students who talk too much about themselves.
- \_\_\_\_57. I have students who explain things in too much detail.
- \_\_\_\_58. I have students who make sounds (e.g., burping, sniffing) that disturb others.
- \_\_\_\_59. I have students who criticize behaviors or practices of other people which they engage in themselves.
- \_\_\_\_60. I have students who deceive others for personal gain.
- \_\_\_\_61. I have students who hold grudges.
- \_\_\_\_62. I have students who seek revenge when they believe they have been wronged.
- \_\_\_\_63. I have students who will cheat to get what they want.
- \_\_\_\_64. I have students who will steal to get what they want.
- \_\_\_\_65. I have students who have a documented history of carrying weapons.

**Frequency**

- 0 = doesn't occur in my class  
 1 = occurs monthly in my class  
 2 = occurs weekly in my class  
 3 = occurs daily in my class

**Seriousness**

- 0 = not a problem in my class  
 1 = a nuisance in my class  
 2 = a problem in my class  
 3 = a serious problem in my class

- \_\_\_\_ 66. I have students who use profanity and/or obscenities when they talk.
- \_\_\_\_ 67. I have students who use drugs or alcohol at school.
- \_\_\_\_ 68. I have students who exhibit gender inappropriate behavior.
- \_\_\_\_ 69. I have students who exhibit sexual behavior inappropriate for their age.
- \_\_\_\_ 70. I have students who engage in public sexual displays.

**Others:**

- \_\_\_\_ a. \_\_\_\_\_
- \_\_\_\_ b. \_\_\_\_\_
- \_\_\_\_ c. \_\_\_\_\_
- \_\_\_\_ d. \_\_\_\_\_
- \_\_\_\_ e. \_\_\_\_\_

### Problem Level Analysis of the PNCB

The larger the number of problems and the more serious they are the more structured and specialized your behavior management plan needs to be.

#### Problem Levels:

A. 0 indicates no problem:

The number of items with a score of 0 \_\_\_\_\_

Percent of total ( $\#/70 \times 100$ ) \_\_\_\_\_  
 (If you added items increase 70 by  
 the number of items added)

B. 1 or 2 indicates a mild problem:

The number of items with a score of 1 or 2 \_\_\_\_\_

Percent of total ( $\#/70 \times 100$ ) \_\_\_\_\_

C. 3 or 4 indicates a moderate problem:

The number of items with a score of 3 or 4 \_\_\_\_\_

Percent of total ( $\#/70 \times 100$ ) \_\_\_\_\_

D. 6 or 9 indicates a serious problem:

The number of items with a score of 6 or 9 \_\_\_\_\_

Percent of total ( $\#/70 \times 100$ ) \_\_\_\_\_

Place No, Mild, Mod or Ser, from above, in the blanks below:

Largest problem level by percent \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Smallest problem level by percent \_\_\_\_\_

### Problem Category Analysis of the PNCB

Classification of Behaviors:

<i>Conduct Behavior (15):</i>	6, 7, 8, 9, 10, 12, 18, 19, 38, 44, 51, 57, 68, 69, 70
<i>Dangerous Behavior (4):</i>	13, 23, 65, 67
<i>Emotional Behavior (15):</i>	11, 14, 16, 25, 27, 29, 36, 42, 45, 46, 48, 52, 55, 61, 62
<i>Moral Behavior (14):</i>	15, 21, 26, 34, 35, 37, 41, 49, 50, 59, 60, 63, 64, 66
<i>Task Behavior (5):</i>	1, 2, 3, 4, 5
<i>Social Behavior (17):</i>	17, 20, 22, 24, 28, 30, 31, 32, 33, 39, 40, 43, 47, 53, 54, 56, 58

Category Averages:

Compute the average for the items in each classification category by adding the ratings for the items in each category and dividing the sum by the number of items in the category. If you have added items of your own to the scale, decide which category each one belongs in and include it in the computation. Round your averages to the nearest tenth (1 decimal place). Place the results in the blanks below or in the blanks on the answer sheet

- |                       |       |                       |       |
|-----------------------|-------|-----------------------|-------|
| 1. Conduct Behavior   | _____ | 4. Dangerous Behavior | _____ |
| 2. Emotional Behavior | _____ | 5. Moral Behavior     | _____ |
| 3. Social Behavior    | _____ | 6. Task Behavior      | _____ |

An average rating of from 0-2 represents a mild level of concern.

An average rating of from 3-4 represents a moderate level of concern.

An average rating of 5 or above represents a serious level of concern.

## **Index of Negative Student Behavior**

David B. Center

Georgia State University

Atlanta, GA

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## Index of Negative Student Behavior

### David Center

Student: \_\_\_\_\_

Date: \_\_\_\_\_

This survey is a measure of anti-social behavior. This assessment involves rating how often a student engages in the behavior described in the survey items. Rate how often the student demonstrates the behaviors in those situations where they might occur. When rating a given item, you should try to recall particular situations where the student has demonstrated the behavior. Do not rate a student with whom you have had less than 60 days of contact. Your cooperation is greatly appreciated. Thank you.

Check the appropriate items below:

A. Sex:

- \_\_\_\_\_ 1. Male  
 \_\_\_\_\_ 2. Female

B. Race:

- \_\_\_\_\_ 3. Black  
 \_\_\_\_\_ 4. Caucasian  
 \_\_\_\_\_ 5. Hispanic  
 \_\_\_\_\_ 6. Oriental  
 \_\_\_\_\_ 7. Other (Specify)  
 \_\_\_\_\_

C. Age:

- \_\_\_\_\_ 8. Years old

D. Category:

- \_\_\_\_\_ 9. Behavior Disordered  
 \_\_\_\_\_ 10. Learning Disabled  
 \_\_\_\_\_ 11. Mentally Retarded  
 \_\_\_\_\_ 12. Socially Normal  
 \_\_\_\_\_ 13. Other (Specify)  
 \_\_\_\_\_

E. Service Model:

- \_\_\_\_\_ 14. Inclusion  
 \_\_\_\_\_ 15. Resource  
 \_\_\_\_\_ 16. Self-contained  
 \_\_\_\_\_ 17. Other (Specify)  
 \_\_\_\_\_

F. Geographical Location

- \_\_\_\_\_ 18. Urban School  
 \_\_\_\_\_ 19. Suburban School  
 \_\_\_\_\_ 20. Rural School

### INSB Answer Sheet

After reading each item, place your rating for the student on the answer sheet provided. Rate the student using his or her **normal peers** (same age, sex, and race), as a frame of reference, using the following scale.

0 = much less frequently than peers  
 1 = less frequently than peers  
 2 = about the same as peers

3 = more frequently than peers  
 4 = much more frequently than peers

1. _____	18. _____	35. _____	52. _____	69. _____
2. _____	19. _____	36. _____	53. _____	70. _____
3. _____	20. _____	37. _____	54. _____	a. _____
4. _____	21. _____	38. _____	55. _____	b. _____
5. _____	22. _____	39. _____	56. _____	c. _____
6. _____	23. _____	40. _____	57. _____	d. _____
7. _____	24. _____	41. _____	58. _____	e. _____
8. _____	25. _____	42. _____	59. _____	
9. _____	26. _____	43. _____	60. _____	Category means from
10. _____	27. _____	44. _____	61. _____	INSB Analysis page:
11. _____	28. _____	45. _____	62. _____	1. _____
12. _____	29. _____	46. _____	63. _____	2. _____
13. _____	30. _____	47. _____	64. _____	3. _____
14. _____	31. _____	48. _____	65. _____	4. _____
15. _____	32. _____	49. _____	66. _____	5. _____
16. _____	33. _____	50. _____	67. _____	6. _____
17. _____	34. _____	51. _____	68. _____	

## Index of Negative Student Behavior

### David Center

After reading each item, place your rating for the student on the answer sheet provided. Rate the student using his or her **normal peers** (same age, sex, and race), as a frame of reference, using the following scale.

- 0 = much less frequently than peers
- 1 = less frequently than peers
- 2 = about the same as peers
- 3 = more frequently than peers
- 4 = much more frequently than peers

- \_\_\_\_ 1. The student does not complete tasks or activities.
- \_\_\_\_ 2. The student cannot complete work within time limits.
- \_\_\_\_ 3. The student doesn't pay attention when instructions are being given.
- \_\_\_\_ 4. The student can't or won't follow instructions.
- \_\_\_\_ 5. The student doesn't perform up to ability level in one or more instructional areas.
- \_\_\_\_ 6. The student deliberately makes distracting noises.
- \_\_\_\_ 7. The student speaks-out without permission.
- \_\_\_\_ 8. The student does not stay in his/her seat.
- \_\_\_\_ 9. The student seeks attention in inappropriate ways.
- \_\_\_\_ 10. The student leaves the classroom without permission.
- \_\_\_\_ 11. The student reacts with more anger than a situation calls for.
- \_\_\_\_ 12. The student is too dependent on others.
- \_\_\_\_ 13. The student is physically aggressive when s/he takes issue with someone.

- 0 = much less frequently than peers
- 1 = less frequently than peers
- 2 = about the same as peers
- 3 = more frequently than peers
- 4 = much more frequently than peers

- \_\_\_\_14. The student puts him/herself down.
- \_\_\_\_15. The student takes advantage of others.
- \_\_\_\_16. The student is pessimistic.
- \_\_\_\_17. The student interrupts others.
- \_\_\_\_18. The student gives the impression of being an expert on everything.
- \_\_\_\_19. The student is impatient.
- \_\_\_\_20. The student argues or talks-back when given instructions.
- \_\_\_\_21. The student talks negatively about others when they are not present.
- \_\_\_\_22. The student insults others.
- \_\_\_\_23. The student uses threat and intimidation to get what s/he wants.
- \_\_\_\_24. The student makes others feel they are competing with him/her.
- \_\_\_\_25. The student rejects or criticizes other people before knowing much about them.
- \_\_\_\_26. The student hurts other people while striving to reach personal goals.
- \_\_\_\_27. The student talks repeatedly about problems and worries.
- \_\_\_\_28. The student gets into arguments.
- \_\_\_\_29. The student is a sore loser.
- \_\_\_\_30. The student gives unsolicited advice.
- \_\_\_\_31. The student orders rather than requests people to do something.

- 0 = much less frequently than peers
- 1 = less frequently than peers
- 2 = about the same as peers
- 3 = more frequently than peers
- 4 = much more frequently than peers

- \_\_\_\_32. The student makes embarrassing comments.
- \_\_\_\_33. The student won't interact with peers or participate in their activities.
- \_\_\_\_34. The student makes fun of others.
- \_\_\_\_35. The student takes or uses things without permission.
- \_\_\_\_36. The student blames others for his/her problems.
- \_\_\_\_37. The student hurts others' feelings when teasing them.
- \_\_\_\_38. The student speaks in a whining tone.
- \_\_\_\_39. The student dominates conversations.
- \_\_\_\_40. The student is sarcastic.
- \_\_\_\_41. The student tells people what s/he thinks they want to hear.
- \_\_\_\_42. The student refuses to change his/her opinions or beliefs.
- \_\_\_\_43. The student criticizes people when talking to them.
- \_\_\_\_44. The student complains about trivial matters.
- \_\_\_\_45. The student perceives insults or criticism when none were intended.
- \_\_\_\_46. The student mistakenly thinks s/he is being treated unjustly or unfairly.
- \_\_\_\_47. The student uses facial expressions (e.g.,rolling eyes) or sounds (e.g., sighs) that offend others.
- \_\_\_\_48. The student easily becomes angry.

- 0 = much less frequently than peers
- 1 = less frequently than peers
- 2 = about the same as peers
- 3 = more frequently than peers
- 4 = much more frequently than peers

- \_\_\_\_49. The student tries to manipulate others to do what s/he want.
- \_\_\_\_50. The student allows others to do things for him/her without reciprocating.
- \_\_\_\_51. The student acts superior to other people.
- \_\_\_\_52. The student does not reveal his/her feelings.
- \_\_\_\_53. The student brags about his/her accomplishments or abilities.
- \_\_\_\_54. The student seems bored when interacting with others.
- \_\_\_\_55. The student gloats when s/he wins.
- \_\_\_\_56. The student talks too much about him/herself.
- \_\_\_\_57. The student explains things in too much detail.
- \_\_\_\_58. The student makes sounds (e.g., burping, sniffing) that disturb others.
- \_\_\_\_59. The student criticizes behaviors or practices of others which s/he engages in.
- \_\_\_\_60. The student deceives others for personal gain.
- \_\_\_\_61. The student holds grudges.
- \_\_\_\_62. The student seeks revenge when s/he believe s/he has been wronged.
- \_\_\_\_63. The student cheats to get what s/he wants.
- \_\_\_\_64. The student steals to get what s/he wants.
- \_\_\_\_65. The student has a documented history of carrying a weapon.

- 0 = much less frequently than peers
- 1 = less frequently than peers
- 2 = about the same as peers
- 3 = more frequently than peers
- 4 = much more frequently than peers

- \_\_\_\_ 66. The student uses profanity and/or obscenities when talking.
- \_\_\_\_ 67. The student uses drugs or alcohol at school.
- \_\_\_\_ 68. The student exhibits gender inappropriate behavior.
- \_\_\_\_ 69. The student exhibits sexual behavior inappropriate for his/her age.
- \_\_\_\_ 70. The student engages in public sexual displays.

**Others:**

- \_\_\_\_ a. \_\_\_\_\_
- \_\_\_\_ b. \_\_\_\_\_
- \_\_\_\_ c. \_\_\_\_\_
- \_\_\_\_ d. \_\_\_\_\_
- \_\_\_\_ e. \_\_\_\_\_

### Problem Category Analysis of the INSB

#### Classification of Behaviors:

<i>Conduct Behavior (15):</i>	6, 7, 8, 9, 10, 12, 18, 19, 38, 44, 51, 57, 68, 69, 70
<i>Dangerous Behavior (4):</i>	13, 23, 65, 67
<i>Emotional Behavior (15):</i>	11, 14, 16, 25, 27, 29, 36, 42, 45, 46, 48, 52, 55, 61, 62
<i>Moral Behavior (14):</i>	15, 21, 26, 34, 35, 37, 41, 49, 50, 59, 60, 63, 64, 66
<i>Task Behavior (5):</i>	1, 2, 3, 4, 5
<i>Social Behavior (17):</i>	17, 20, 22, 24, 28, 30, 31, 32, 33, 39, 40, 43, 47, 53, 54, 56, 58

#### Category Averages:

Compute the average for the items in each classification category by adding the ratings for the items in each category and dividing the sum by the number of items in the category. If you have added items of your own to the scale, decide which category each one belongs in and include it in the computation. Round your averages to the nearest tenth (1 decimal place). Place the results in the blanks below or in the blanks on the answer sheet

- |                       |       |                       |       |
|-----------------------|-------|-----------------------|-------|
| 1. Conduct Behavior   | _____ | 4. Dangerous Behavior | _____ |
| 2. Emotional Behavior | _____ | 5. Moral Behavior     | _____ |
| 3. Social Behavior    | _____ | 6. Task Behavior      | _____ |

An average rating of from 0-1 represents a mild level of concern.

An average rating of from 2-3 represents a moderate level of concern.

An average rating of 3+ represents a serious level of concern.

**Study Questions  
for  
Chapters 1 - 10**

### 1: Questions for the Bio-medical Model

1. Where does the bio-medical model place the locus for problems?
2. What are three sources for problems based on the bio-medical model? Give an example for each.
3. What are the two type of psychoactive medication most frequently given to students?
4. What is the role of an educator in the medication of students?
5. What sources can a teacher use to find out about a medication that a student is taking?
6. What is the most likely role for allergies in behavior problems?
7. Briefly, how might you characterize temperament?
8. What are the three temperament patterns identified by Chess and Thomas?
9. Which of Chess and Thomas' response dimensions were found to be the most resistant to change?
10. What are the two temperament patterns most likely to have problems at school entry? How might each pattern's problem response be characterized?
11. What are the two temperament patterns most likely, in middle childhood, to have problems with social relations at school? What kind of problems?
12. Which three of Chess and Thomas' response dimensions are most likely to be involved in troublesome behavior?
13. What approach to dealing with problems in which temperament plays a role does Roy Martin recommend?
14. What is the most frequently used method of assessing temperament?
15. What is meant by a biosoical model of behavior?
16. What are the three basic response dimensions in Eysenck's model?
17. How can Chess and Thomas' patterns be matched up with Eysenck's response dimensions?

18. What is the biological basis proposed by Eysenck for each of his three response dimensions?
19. What are the two neurotransmitter interactions discussed by Siever and Frucht that appear to suggest a neurochemical basis for two of Eysenck's response dimensions?
20. What is the difference in the roles played by "small effect" and "large effect" genes in Eysenck's theory?
21. Does testosterone cause aggressive behavior? Briefly explain.
22. What is the difference between a sociopath and a psychopath in Lykken's model for the development of antisocial and aggressive behavior?
23. What is the principal environmental factor, according to Lykken, in the development of antisocial and aggressive behavior?
24. What is the difference between a primary and a secondary psychopath in Eysenck's model?
25. How many combinations of Eysenck's three response dimensions are used by Wakefield in talking about the educational implications of Eysenck's model? Give descriptive labels for three of the combinations.
26. What differences in classroom motivation might you expect to see between a student high on the E Scale versus one low on the E Scale?
27. What differences in task performance would you expect to see between a student high on the N Scale and one low on the N Scale when the task is of moderate difficulty and being done under stressful conditions, e.g., the importance of the task for a course grade is high and the task must be done quickly and without error.
28. What learning advantage might be a student enjoy as a result of being high on the P Scale?
29. How do students high on the P Scale compare to those low on the P Scale in their educational careers, generally speaking?
30. How would a student low on the E Scale, one low on the N Scale and one high on the P Scale be expected to differ in their response to punitive discipline?

## 2: Questions for Ecological Antecedents

1. What makes up a student's social ecology?
2. What are ecological antecedents?
3. What is the principal's role in creating school climate?
4. What kind of effects on students and parents can be expected from a negative school climate?
5. What are the two levels of discipline policy and how do they differ?
6. Give several examples of things a good discipline policy should do?
7. Why is it difficult to give general guidelines about responding to diversity?
8. As a general rule how can schools avoid problems related to a diverse student body?
9. Why does practically everyone have prejudices?
10. What should a good recognition of accomplishment program include?
11. What are some ways to provide academic assistance to students experiencing difficulties?
12. What is meant by a classroom assistance program?
13. How do short-term detention and in-school suspension differ?
14. How do comfort and safety contribute to the perception of school climate?
15. What are two reasons that parents may choose not to be involved?
16. What might be the role of a strong parent organization?
17. What is the traditional curriculum in public schools and why are broader curricula options needed?
18. Why is it unlikely that there will be any significant increase in the proportion of students seeking higher education?

19. Why isn't the traditional curriculum preparing students for the transition to employment?
20. How is curriculum related to misbehavior?
21. What are some basic considerations for making curriculum adjustments?
22. What is meant by a developmental curriculum?
23. What are the stages in Hewett and Taylor's developmental model?
24. How do teacher expectations affect interaction with students?
25. What are some sources of negative expectations about students?

### 3: Questions for Basic Behavioral Intervention

1. Where is the locus for problems from the behavioral perspective?
2. How is the behavioral model represented notationally?
3. What are the different notations (with labels) used for antecedents?
4. What are the different notations (with labels) used for consequences?
5. What are the different categories (with an example) of positive reinforcers?
6. What are the different categories (with an example) of punishments?
7. What does classroom decontamination mean?
8. What is proximity control?
9. What is a teaching triangle and how does it work?
10. What is meant by behavioral expectations?
11. What is signal control?
12. How is blocking done?
13. What were Kounin's findings about the effectiveness of signal control?
14. How can a teacher's verbal behavior affect discipline?
15. How can a teacher detect negative arousal in a student?
16. How should initial contact be made during deescalation?
17. What are some common sources of negative arousal in a student?
18. What is meant by teacher response style (give examples)?
19. How should you handle a defensive student when attempting to initiate a supportive dialog?

20. How should you handle a rebuff from a student when attempting to initiate a supportive dialog?
21. What should you do if a student has an emotional outburst when attempting to initiate a supportive dialog?
22. How and why should attention for compliance be used?
23. How can social reinforcement be made more concrete and why should you do it?
24. Who doesn't social reinforcement work for and why?
25. When is it appropriate to use ignoring (extinction) to decrease a behavior?
26. How can you target a behavior for extinction that is under the control of peer reinforcement?
27. What is a group contingency?
28. How could you determine appropriate reinforcers for a group contingency?
29. What is the role of baseline data in a group contingency?
30. What are two common problems that arise in group contingency interventions?
32. What is the underlying technique behind Surprise Tokens and how does it work?
33. What schedule of reinforcement does Surprise Tokens rely upon and why is this schedule important?
34. How does a Random Drawing work to manage behavior?
35. What are some of the important considerations in doing behavioral contracts?
36. When and how should self-management be taught to a student?
37. What are the basic components taught to a student in self-management?
38. How should you prepare for initiating physical management?
39. What are the two most frequently used procedures in physical management?
40. What should you do before considering the use of physical management in your program?

#### **4: Questions for Individualized Behavioral Intervention**

1. When should you use an individualized behavioral intervention?
2. What are the assumptions underlying functional analysis?
3. What are the four steps in a functional analysis?
4. What do you do with the information developed by a functional analysis?
5. What bearing does the CEC Code of Ethics and Standards for Professional Practice have on selecting an intervention?
6. Why is a model for making intervention decisions useful?
7. What is a behavior classification system and how does it work?
8. What are positive intervention strategies?
9. What are negative intervention strategies?
10. What are aversive intervention strategies?
11. How are the three versions of DRO different from each other?
12. What is the difference between DRL and DRH?
13. How are the three ways of doing DRL and DRH different from each other?
14. What are the two basic variations on OC and how do they differ?
15. What is PAS and when might it be justified?
16. How is a clinical teaching design useful for monitoring and accountability?
17. How can the data collected under a clinical teaching design be evaluated?
18. What is an operational definition?
19. What is and when would you use event recording?
20. What is and when would you use duration recording?

21. What is and when would you use latency recording?
22. What is and when would you use permanent product recording?
23. What is and when would you use timed samples?
24. What is and when would you use partial-interval recording?
25. What is and when would you use whole-interval recording?
26. What are the basic categories into which reinforcers can be placed and what would be an example of each?
27. What is the difference between a planned and a natural reinforcer?
28. What are the differences between ratio and an interval schedules?
29. What is the difference between a performance and a consistency criterion?
30. What is the difference between an initial and a terminal schedule of reinforcement?
31. What is schedule stretching and how do you do it?
32. What are successive approximations and how are they used?
33. What is a prompt and what is meant by a prompt hierarchy?
34. What is fading and how does it relate to a prompt hierarchy?
35. What is the difference between a back-up and an alternative strategy?

### **5: Questions for the Comprehensive Classroom Token Economy**

1. What are the three major uses for a comprehensive classroom token system?
2. What should be the major focus of a classroom token economy's income production?
3. Why should a token economy be used to promote educational development?
4. What is a responsible behavior option in a token economy and what is its purpose?
5. What is an exceptional behavior option in a token economy and why is it used?
6. What categories of reinforcers, include an example, can be used in a token economy?
7. How should spending opportunities be determined and why?
8. What is the home involvement option in a token economy and what are the conditions necessary for its use?
9. What are some considerations in setting behavioral expectations or conduct rules?
10. What are some considerations in using response cost within a token economy?
11. What effects are produced by response cost?
12. What is meant by back-up procedures in a token economy and how are they used?
13. What is the class meeting option in a token economy and how is it used?
14. What is the difference between routine problems or nuisance behavior and conduct problems?
15. What is the nuisance behavior option and why is it used?
16. Generally, what is the purpose of balancing a token economy?
17. What is a zero point or performance floor in a token economy?
18. What token economy components need to be considered during balancing?
19. What is interfacing in a token economy, including why and how it is done?

20. What is weighting in a token economy, including why and how it is done?
21. How is a price structure established?
22. What is meant by income levels or life styles within a token economy?
23. What is forced spending and why is it done in a token economy?
24. What is targeted savings, including why and how they are done?
25. What are some of the issues related to debt within a token economy?
26. How can the task of recording keeping be handled?
27. Why is a level system useful in a token economy?
28. What are some cautions about using level systems with exceptional students?
29. How can graphic feedback be used in a token economy?
30. How can a token economy be used as a context for instruction?

## 6: Questions for Reducing Inappropriate Emotional Behavior

1. Why do behaviorist view the respondent model as the best model for explaining and intervening into emotional behavior?
2. What is the differentiation model of emotional development?
3. Why is the ability to form affective associations with environmental stimuli important?
4. How would a diagram of a simple respondent conditioning trial look?
5. What is the notation and label for each component in the respondent model?
6. What is the difference between a potent and a prepotent stimulus?
7. What is respondent generalization and how does it differ from operant generalization?
8. How can misinterpretation play a role in emotional problems?
9. What is cognitive self-arousal?
10. What is cognitive anticipation?
11. What is meant by operant overlap?
12. What are four considerations when doing an assessment of a negative emotion?
13. What are some of the problems associated with the use of self-report measures for emotional assessment?
14. What condition must be met to use observational recording for an emotional assessment?
15. What is the most commonly used behavior for assessing anxiety based problems and how is it used?
16. What is the difference between natural observation conditions and controlled presentations?
17. What is the first step in teaching emotional self-management and why is this the first step?
18. What is positive self-arousal and how is it used for emotional self-management?

19. What is the technique for regulated breathing?
20. What is progressive muscle relaxation and how is it done?
21. What is time-out from aversiveness?
22. What is graduated extinction?
23. What is counterconditioning?
24. What is forced extinction?
25. What are the three ways a respondent procedure can be carried out?
26. How is participant modeling used in respondent intervention?
27. What are the two most common ways of attenuating a negative stimulus?
28. What role does a stimulus hierarchy play in a respondent intervention?
29. How can you measure subjectively experienced emotion?
30. How can you evaluate a respondent intervention graphically?

## 7: Questions for Social Skills Intervention

1. How does Lewinsohn's define being socially skillful?
2. Why are social skills important for students with disabilities?
3. What are the major findings from research on the effectiveness of social skills instruction?
4. What are the three types of social skills problems discussed by Gresham?
5. How does social competence change across the developmental span?
6. How does social reasoning change across the developmental span?
7. What is the most critical difference between operant learning theory and social learning theory?
8. What role does the concept of attention play in social learning theory?
9. What are vicarious consequences and why are they important?
10. What role does the concept of retention play in social learning theory?
11. What role does the concept of imitation play in social learning theory?
12. How does modeling compare to shaping as an approach to intervention?
13. How does assessment of social skills change across the developmental span?
14. What are some of the cautions that are important relative to self-report assessments?
15. How might a combination of self-report and informant report scales be used for assessing social skills?
16. What role can direct observation play in assessing social skills?
17. What is meant by a situational analysis of social skills?
18. What are some examples of the kinds of skills typically included in social skills curricula?
19. What are the advantages of a commercial social skills curriculum?

20. What kind of adaptations may be needed when using a commercial social skills curriculum?
21. What is the basic process to follow in developing a local social skills curriculum?
22. What is the difference between a mastery and a coping model and when would each be used?
23. What characteristics of a model may enhance the effectiveness of the model?
24. What are the steps in the social modeling strategy for teaching social skills?
25. What is opportunistic teaching and why is it thought to be an effective strategy?
26. What kind of social skills are the most suitable for opportunistic teaching and why?
27. What kind of social skills can't be effectively taught through opportunistic teaching and why?
28. What are two techniques that can be used to task analyze a social skill?
29. What are the steps in opportunistic teaching interaction?
30. If you cannot employ every teachable moment that occurs, what are some alternative ways to approach opportunistic teaching of social skills?

## 8: Questions for Character Development

1. What does Hogan mean by a rule system?
2. What are the human predispositions that for Hogan rule systems possible?
3. How do social groups take advantage of these predispositions?
4. What does Hogan mean by cultural insulation and how might it apply to education?
5. What does Hogan mean by factionalism and how might it apply to education?
6. What are the four components comprising Hogan's model of moral development?
7. What does Hogan mean by knowledge of the rules?
8. What does Hogan mean by socialization?
9. What does Hogan mean by empathy?
10. What does Hogan mean by autonomy?
11. What does Hogan mean by identity?
12. What does Hogan mean by reputation?
13. What sort of system of rules should be used in an educational setting?
14. What motivates rule compliance during the earliest period of moral development?
15. What is meant by moral judgment?
16. What are rule discussions?
17. How does Lickona teach the morality of respect?
18. What is a fairness discussion?
19. Does Johnson think that conflict resolution should be applied to all interpersonal problems? Why or why not?

20. How should conflict resolution be taught?
21. What are the possible ways in which a class meeting might be focused?
22. What outcomes are facilitated by class meetings?
23. What should a good moral dilemma contain?
24. What types of moral dilemmas might be used in discussion groups?
25. Why are thinking and communication skills critical in moral discussion groups?
26. What role does questioning play in a teacher's facilitator role?
27. What is an empathy role play?
28. Why might empathy role plays be useful in promoting empathetic behavior?
29. Why must caution be used in conducting empathy role plays?
30. How can autonomy be promoted?

### **9: Questions for Rational Emotive Education**

1. What are the two underlying assumptions for RET?
2. What major task of socialization is thought to be most important from an RET perspective and why?
3. What does Gazzaniga mean by our LBI?
4. Once a belief is established why is it difficult to change?
5. How does Kareev explain our tendency to develop irrational beliefs?
6. What is the nature of a possible connection between irrational thinking and personality?
7. What is positive personal efficacy?
8. What is positive social recognition?
9. What is an activating event in Ellis' A-B-C model?
10. What is a belief in Ellis' A-B-C model?
11. What are consequences in Ellis' A-B-C model?
12. What are the three general beliefs that Ellis thinks underlie most psychological problems?
13. What are three of the errors in thinking that distort one's perception of reality?
14. What does the research on the RET approach show?
15. What are the main approaches to assessment in the RET approach?
16. How does the RET approach to children differ according to developmental level?
17. What are some of the considerations in setting up a REE group?
18. What kinds of instructional activities are used in REE educational groups?
19. What is covered by the feelings component of a REE curriculum?

20. What is covered by the thinking component of a REE curriculum?
21. What is covered by the analysis component of a REE curriculum?
22. How does a REE problem-solving group differ from a REE educational group?
23. How do root beliefs and immediate beliefs differ?
24. What is the focus of REE problem-solving?
25. What is the role of a teacher in a problem-solving group and how is it carried out?
26. What special attention is given to repeating activating events in problem-solving? Why?
27. How should you introduce REE problem-solving activities to your students? Why?
28. What are some alternatives to the group discussion method for REE problem-solving?
29. What is RET Crisis Intervention?
30. When and why should RET Crisis Intervention be used?
31. How does RET view the role of anxiety in childhood problems?
32. How does RET view the role of anger in childhood problems?
33. How does RET view the role of depression in childhood problems?
34. What does McAdams mean by personal stories or personal myths and how do they evolve developmentally?
35. How might personal stories be used in conjunction with REE?

### 10: Questions for Perceptual Control Theory

1. In control theory, what is a reference value (include an example)?
2. In control theory, what is a controlled variable (include an example)?
3. In control theory, what is a disturbance (include an example)?
4. In control theory, what is an error signal (include an example)?
5. In control theory, what are actions (include an example)?
6. How many steps are in the PCT hierarchy and what are the two levels they are divided into?
7. What is the systems level in PCT?
8. What is the principles level in PCT?
9. What is the program level in PCT?
10. What are the three processes at the program level and what do they do?
11. How does PCT explain motivation for actions?
12. In a shared social environment like a classroom, what does PCT mean by mutual accommodation?
13. In a shared social environment like a classroom, what does PCT mean by cooperation?
14. In a shared social environment like a classroom, what does PCT mean by conflictive cooperation?
15. In a shared social environment like a classroom, what does PCT mean by interference?
16. In a shared social environment like a classroom, what does PCT mean by conflict?
17. What does PCT mean by coordinated social activities?
18. What is a social structure in PCT?

19. What is a social identity in PCT?
20. What is self-identity in PCT?
21. Generally speaking what is RTP?
22. Why is it important for students to have a positive perception of teachers and the school?
23. Why does RTP avoid the use of extrinsic rewards for “good” behavior?
24. In RTP how are rules determined to be legitimate or not?
25. What is the sequence of choices that face an irresponsible student?
26. What is the RTC and the RBP in RTP?
27. What is the CIT in RTP?
28. If a student chooses to go home in a RTP school, how does he or she get back into school?
29. What is Merton’s four-factor explanation of social deviance?
30. What are some of the other related concepts and approaches discussed in relation to RTP?

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#### **ONLINE RESOURCES:**

Links to a number of online resources related to behavior disorders can be found at the *Other* page on my web page: <http://coeweb1.gsu.edu/Dcenter>