

Positive Approaches to Challenging Behaviors Non-aversive Techniques Test

Name: _____

Score: _____ Pass / Fail

Date: _____

Please answer the following questions after reading the Positive Approaches/Non-aversive Techniques Unit. If you need assistance please ask the designated "Qualified Trainer".

1. Your role as a Direct Support Professional is to _____ people, not to _____ what they do. (page 4)

2. List the Eight Guidelines for Effective Teaching:

1.

2.

3.

4.

5.

6.

7.

8.

(pages 5,6, & 7)

3. _____ are one form of communication people use to tell us their wants, needs, and feelings. All of us have _____. _____ don't happen without reason. (page 7)

4. The Direct Support Professional Staff should be working together as a part of the person-centered planning team to determine why the behavior is happening and think of ways to teach more socially appropriate alternatives, or _____ . (page 8)

5. _____ and _____ are both signs that can happen before a challenging behavior occurs. (page 10)

6. List at least three key points about promoting positive behavior: (page 11)

1.

2.

3.

7. **Proactive Options:** Please match the following by placing the correct letter in the space provided next to the Proactive Option. (pages 12-15)

___ Change your energy level	A. We may have to raise or lower the tone of voice to a level the learner recognizes as friendly, encouraging & supportive.
___ Modify your tone	B. There may be a time where it is better for the teacher just to forget the task and "Hang Out" with the learner.
___ Validate the learner's feelings	C. There may be distractions in the area, such as light, temperature, other people, etc., that may require staff to make changes for the learner.
___ Improve and vary rewards	D. The teacher decides that the learner needs a break from the activity. Totally gets away from the task for a brief period of time.
___ Change your expectations	E. The learner is not responding well to the teacher's directions or rewards. Teacher may need to adjust their teaching methods to meet the learner's needs today.
___ Abandon the task to focus on the person	F. The learner may not be responding to the REWARDS the teacher is using.
___ Change the pace of the activity	G. How the teacher is interacting with the learner may have an influence on their response. Increasing or decreasing your level of enthusiasm in how rewards and prompts are delivered may increase or decrease participation.
___ Involve choices	H. Moving too quickly to complete a task or too slow may affect the learning process. Teacher needs to try to "keep the flow going" according to the needs of the learner.
___ Modify the environment	I. Teacher needs to provide as many "choices" as possible during the teaching session.
___ Improve the prompts	J. Teacher listens to the learner and acknowledges how they are "feeling". The teacher listens and responds to the learner, but they continue to carry on with the task.
___ Take a mini-break	K. Helping the person to complete the portions of the task that are giving them problems. The teacher may give extra assistance when needed. Some days people may need more help with the task.
___ Bail Out	L. Teacher stays with the learner no matter what! The teacher helps them through the difficulty. Tries to get the learner to start focusing again and show some participation.
___ Hang in there	M. Teacher decides to stop the teaching session. The learner's challenging behavior has not started to decrease so the teacher decides this is not a good time to do the task.

8. List at least four things you should “Always” be doing when you use Confrontation Avoidance Techniques: (page 16)

- 1. _____
- 2. _____
- 3. _____
- 4. _____

9. List at least five things you can do when Agitation is just beginning: (page 17)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

10. List at least seven things you can do when Agitation is increasing: (pages 17 & 18)

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____

11. The Direct Support Professional who has the _____ relationship with the person usually has the most success with helping the person calm down. (page 19)

12. When developing a Positive Support Plan the Support team should discuss the person’s _____ and _____, and be able to help put together a plan that will promote a positive future for the person based on those _____ and _____. (page 19)

13. It is important to remember that _____ issues are among the most important factors that influence behavior. (page 21)

14. The positive support plan is considered _____ and is part of the individual’s person centered plan of service. (page 22)

15. Helping individual's to have fun can be one of the ways to support them with their challenging behavior. Fun and humor are powerful cures for problems. A Direct Support Professional should be a _____ for "having fun" and being happy. (page 24)
16. Which of the following statements are TRUE?
- A. Rewards have the most impact when they are delivered with enthusiasm.
 - B. The better relationship you have with someone the harder it will be to teach and give rewards.
 - C. The more you can reward "good behavior" the less the person will want to get your attention by doing a challenging behavior.
 - D. A & C
 - E. All of the above.
17. The tone of voice you use along with your body language has a big impact on the type of message you are trying to deliver to people.
- A. True
 - B. False
18. Some of the best ways to support an individual who has challenging behavior are:
- A. Give "choices" instead of requiring or demanding the person to do something.
 - B. Stay focused on the person's strengths and abilities.
 - C. Help the individual to have more "Fun".
 - D. Help to create a supportive environment for everyone you work with.
 - E. All of the above.
19. When a Positive Behavior Support Plan is part of a person's plan of service you are required to do the following:
- A. Be an active member of the "Support Team."
 - B. Implement the Support Plan as it is written.
 - C. Provide a comprehensive assessment of the person's behavior for the team.
 - D. Be involved in the "Review" of the plan and how it is working.
 - E. All of the above.
20. Knowing when to use "Proactive Options" during your teaching sessions will help you identify potential responses to challenging behavior.
- A. True
 - B. False

The End!