Knowledge, Confidence and Use Survey
Functional Assessment-Based Interventions (FABI)

Name: _____   **ID Number:** _____

District: _____   **School:** _____

Time Point: ☐ Pre-Training Survey   ☐ Post-Training Survey   ☐ Follow Up Survey

Please rate the concepts and strategies listed below using the criteria provided. Decide how knowledgeable you are about each concept or strategy. Then rate how confident you are in your ability to use or implement each concept or strategy. Finally, rate how useful each concept or strategy is for you.

Knowledge: 0 – I have no knowledge of this concept or strategy.
1 – I have some knowledge of this concept or strategy.
2 – I have more than average knowledge of this concept or strategy.
3 – I have a substantial amount of knowledge about this concept or strategy.

Confidence: 0 – I am not confident in my ability to use or implement this concept or strategy.
1 – I am somewhat confident in my ability to use or implement this concept or strategy.
2 – I am more confident than most in my ability to use or implement this concept or strategy.
3 – I am very confident in my ability to use or implement this concept or strategy.

Useful: 0 – I do not view this concept or strategy as useful and/or relevant in my teaching.
1 – I view this concept or strategy as somewhat useful and/or relevant in my teaching.
2 – I view this concept or strategy as more useful than most other concepts or strategies.
3 – I view this concept or strategy as highly useful and/or relevant in my teaching

Concept	Knowledge				Confidence				Useful			
1. Performance deficit	0	1	2	3	0	1	2	3	0	1	2	3
2. Function matrix	0	1	2	3	0	1	2	3	0	1	2	3
3. Functional assessment-based intervention	0	1	2	3	0	1	2	3	0	1	2	3
4. Functional assessment interview	0	1	2	3	0	1	2	3	0	1	2	3
5. Social Validity	0	1	2	3	0	1	2	3	0	1	2	3
6. Operational definitions of behavior	0	1	2	3	0	1	2	3	0	1	2	3
7. Positive reinforcement	0	1	2	3	0	1	2	3	0	1	2	3
8. Replacement behavior	0	1	2	3	0	1	2	3	0	1	2	3
9. Acquisition deficit	0	1	2	3	0	1	2	3	0	1	2	3
10. A-B-C data collection	0	1	2	3	0	1	2	3	0	1	2	3
11. Antecedent adjustments	0	1	2	3	0	1	2	3	0	1	2	3
12. Extinction	0	1	2	3	0	1	2	3	0	1	2	3
13. Generalization and maintenance	0	1	2	3	0	1	2	3	0	1	2	3
14. Momentary time sampling	0	1	2	3	0	1	2	3	0	1	2	3
15. Treatment Integrity	0	1	2	3	0	1	2	3	0	1	2	3

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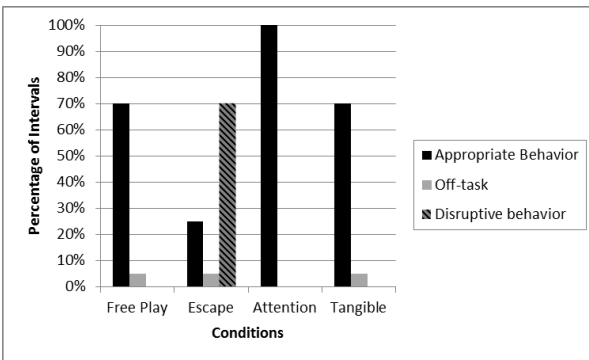
Multiple Choice: Circle the most correct answer

Directions: Please read each question carefully; select the statement that best answers the question. There is only one correct answer per question.

1. Select the statement that best describes the term: *performance deficit.*
   a. Student does not perform the behavior.
   b. Student is capable of performing the behavior but elects not to (e.g., won't do problem).
   c. Student is capable of performing the behavior but needs additional teaching to learn the skill (e.g., can't do problem).
   d. Student receives and processes information differently.

2. Select the image that best represents the term: *function matrix.*

   a.

   b.

	Positive Reinforcement (Access something)	Negative Reinforcement (Avoid something)
Attention		
Tangibles/ activities		
Sensory		

   c.

	Antecedent	Behavior	Consequence
Attention			
Tangibles/ activities			
Sensory			

   d.

	Positive Reinforcement	Negative Reinforcement
Attention		
Tangibles		

3. Select the statement that best describes the term: *functional assessment-based intervention.*
   a. An intervention based on why the target (undesirable) behavior is occurring, and includes the following ARE components: antecedent adjustments, adjustment in reinforcement rates, and extinction of the target behavior.
   b. An intervention which includes ARE components: antecedents, reinforcement, and extinction.
   c. An intervention to address a target behavior provided only by someone with special training such as a school psychologist, licensed mental health practitioner, and/or certified behavior analyst.
   d. A tool for organizing and analyzing student behavioral observations and data.

4. Select the statement that best describes the term: *functional assessment interviews.*
   a. Formal, structured, interviews with key stakeholders to determine the reasons why a given behavior occurs (e.g., teacher, parent, staff, student).
   b. Formal interviews with teachers to determine why a given behavior occurs.
   c. Informal interviews with the target student and his or her peers to gather initial information about the target behavior from the students' perspective.
   d. The stakeholders' views of the goals, procedures, and outcomes of the intervention.

5. Select the statement that is most true of the term: *social validity*.
   a. The stakeholders' opinions of the intervention procedures.
   b. IDEA's position on the goals, procedures, and outcomes of the intervention as an appropriate school-based intervention.
   c. Extent to which the intervention is implemented as designed.
   d. The stakeholders' views of the goals, procedures, and outcomes of the intervention; can also predict the degree of implementation.

6. Select the best illustration of an *operational definition of behavior.*
   a. Disruptive behavior includes talking out of turn, pushing peers, wandering around classroom during instruction. Non-examples of disruptive behavior include working on assigned tasks, talking to peers on topic, and raising hand.
   b. Off-task behavior refers to attending to activities in class other than assigned assignments. Examples include playing with materials inappropriately, talking to peers, and drawing. Non-examples include working on assigned assignment, using assigned materials, and following directions.
   c. Destruction of classroom property behavior refers to making staff members angry and irritated by ruining classroom materials, which includes behaviors such as drawing in books, tearing up worksheets, and smashing materials. Non-examples include: hand flapping, pushing peers in line, and working on assignments.
   d. Any behavior that passes the criteria of the Dead Man's Rule.

7. Select the scenario that best describes the term: *positive reinforcement.*
   a. Providing attention when a student raises their hand to answer a question.
   b. Calling on a student who raises his hand in order to increase the probability of hand-raising in the future.
   c. Sending student to nurse's office to visit when he/she complains of ailments during non-preferred activities increasing the probability of future complaints.
   d. Using a strategy such as precorrection to prevent a behavior from reoccurring.

8. Select the statement that best describes the term: *replacement behavior.*
   a. Any behavior taught other than the target (undesired) behavior.
   b. A more socially acceptable behavior than the target (undesired) behavior.
   c. A socially valid behavior specifically selected and operationally defined to replace a target (undesired) behavior.
   d. Behaviors that will prevent the display of the target (undesired) behavior.

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9. Select the scenario that best describes a student with an *acquisition deficit.*
    a. Student has a learning disability where he or she receives and processes information differently.
    b. Student has not learned the behavior because he or she is not motivated (e.g., won't do problem) to learn.
    c. Student has not learned the behavior.
    d. Student does not perform the behavior because the behavior has not yet been learned (e.g., can't do problem).

10. Select the statement that best describes the term: *A-B-C data collection.*
    a. A method of data collection that involves recording the antecedent events that precede the behavior, the behavior, and the consequences that follow.
    b. Antecedent – Behavior – Consequence.
    c. A method of data collection that involves recording the antecedent, the behavior, and the consequence to determine baseline levels of performance.
    d. A visual tool for organizing and analyzing collected A-B-C data.

11. Select the statement that best describes the term: *antecedent adjustments.*
    a. Modifications in a setting's contextual or instructional environment after the replacement behavior is performed.
    b. Changing the contextual or instructional environment.
    c. Modifications in contextual or instructional environment to elicit the replacement behavior.
    d. A visual tool for organizing and analyzing antecedent variables gathered during A-B-C data collection.

12. Select the statement that best describes the term: *extinction.*
    a. Withholding the consequences that previously reinforced the replacement behavior.
    b. Withholding the consequences that previously reinforced the target (undesired) behavior.
    c. Modifications in the contextual or instructional environment.
    d. Withholding consequences after the target behavior.

13. Select the statement that best describes the term: *generalization and/or maintenance.*
    a. Generalization assesses the degree to which the target behavior is observed in other students and with other people who were not a part of the intervention.
    b. The stakeholders' views of the goals, procedures, and outcomes of the intervention. Social importance of the effects.
    c. Generalization and maintenance assess the degree to which a new behavior is maintained over time across different people.
    d. Generalization assesses the degree to which the new behavior is observed in other settings and with other people; maintenance is the degree to which the new behavior is maintained over time.

14. Select the directions that best describe the term: *momentary time sampling*.
    a. At each observation of the target behavior, record the antecedent, behavior, and consequence.
    b. Divide an observation window into equal intervals (e.g., 2 min). At the end of each time point, mark if the behavior was occurring or just occurred (immediately prior).
    c. Divide an observation window into equal intervals (e.g., 2 min). At each time point, mark whether the behavior is or is not occurring at that moment.
    d. When cued, mark whether the behavior is or is not occurring.

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15. Select the statement that best describes the term: *treatment integrity.*
    a. The extent to which the intervention plan is implemented as designed.
    b. The implementation of the intervention phase in a single case design experiment.
    c. The implementation of the intervention.
    d. The extent to which the intervention plan is implemented in alignment with the function of the target behavior.

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