



Name: _____

Date: _____

Module 4c Quiz

Teaching Techniques: Rapport building

1. Rapport building is a stage of teaching that occurs only at the beginning of intervention.

☐ True

☐ False
2. When there is rapport between a student and a teacher the each person serves as a discriminative stimulus (or S^D) for the other person to initiate and maintain conversation. What has happened in the past to allow for this stimulus control to develop?
3. Why might a new staff member need to use rapport-building procedures?
4. During the first stages of rapport building

☐ it's important that the student works to access preferred items and activities

☐ preferred items and activities are given to the student for "free"

☐ the teacher avoids bringing potential reinforcers with him or her as he/she wishes to see how the student will do without them

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5. What are some ways you will know if you have successfully built rapport with a student (what examples does the author give)?

6. Which statement is more accurate?
 - ☐ The rapport building procedure will look a little different for each student you work with, based on their preferences and interests.
 - ☐ The rapport building procedure should look pretty much the same regardless of the student you are working with.

7. Providing reinforcers non-contingently means...
 - ☐ asking the student to do something before delivering the item
 - ☐ requiring nothing of the student before delivering the item

8. What did Bill and Mrs. Ibsen do to increase the demands on their students before they could access a reinforcer? Notice that Bill and Mrs. Ibsen were still associating themselves with access to reinforcers.

9. What does the author suggest you do if this 2nd stage of rapport building results in problem behavior?

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10. What's the rationale for waiting 60s or so before providing a prompt to communicate?

Important!

Fax your completed quiz to Kirsty at 410-529-1158 or scan it and email to little_redcar@yahoo.com