**Module 4 Quiz**

**True or False**

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| 1. **Reinforcement is a consequence strategy that results in an increase in the future probability of behavior.**
 | True False |
| 1. **A review of the research literature indicates there is clear and compelling evidence that external rewards are detrimental to intrinsic motivation.**
 | True False |
| 1. **A specific praise statement is always delivered publicly.**
 | True False |
| 1. **When developing and implementing a behavioral contract, you should reward the performance *before* it occurs.**
 | True False |
| 1. **An Interdependent (all for one) group contingency is one where the same goal is set for all learners in the group; however, consequences are delivered individually—they are based on the performance of each individual rather than the group.**
 | True False |
| 1. **If you finish your quiz before class resumes, you may take a brief break. This is true, and it’s an example of a one for all (dependent) group contingency.**
 | True False |
| 1. **It is important to take data and carefully monitor the implementation and outcomes of group contingencies to ensure negative side effects (peer pressure, negative stigma) do not occur and that desired outcomes are achieved.**
 | True False |
| 1. **Recognition systems are only appropriate for students. Adults do not benefit from reinforcement.**
 | True False |
| 1. **When developing a token economy, you should allow the students to negotiate the number of tokens required for exchange each time they exchange.**
 | True False |
| 1. **You should adjust your use of reinforcement within your classroom based on your students’ phase of learning.**
 | True False |
| 1. **An intermittent schedule of reinforcement can be used to promote maintenance of skills across time.**
 | True False |