



Avinashilingam Institute for Home Science and Higher Education for Women

Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD (now MoE)

Re-accredited with A++ Grade by NAAC. CGPA 3.65 /4, Category I by UGC

Coimbatore - 641 043, Tamil Nadu, India

Continuous Internal Assessment Test I – August 2025

SEMESTER I

Class : I B.Ed. Spl. Ed.(VI/II)

Max. Marks: 60

Time: 2 Hrs

25BDSE12 Discipline Specific Elective I Positive Behaviour Supports

Course Outcomes

- CO1: Possess an understanding of human behavior
CO2: Provides positive intervention and manages class room environment
CO3: Successfully implements PBIS in three Tiers and develops PBIS matrix
CO4: Use interests, structure and visual strategies to promote positive behaviours
CO5: Carries out functional analysis of behavior and intervention

PART – A

6 x 1 = 6

Choose the correct answer

1. Operant conditioning is primarily based on CO1K1
a. Observational learning b. Consequence of behaviour
c. Genetic inheritance d. Cognitive restructuring
2. Which of the following is a feature of behavior? CO1K1
a. Abstract and unmeasurable b. Always unconscious
c. Observable and measurable d. Mostly inherited
3. Which of the following is a key feature of PBIS? CO2K1
a. Punitive discipline b. Evidence-based practices
c. Random reinforcement d. Academic-only focus
4. PBIS supports are usually adjusted based on CO2K2
a. Age of the child only b. Parental preferences
c. The nature and intensity of the behavior d. School infrastructure
5. Which tier in PBIS is aimed at all students and focuses on school-wide practices? CO3K1
a. Tier 1 - Primary Prevention b. Tier 2 - Secondary Prevention
c. Tier 3 - Tertiary Intervention d. Tier 4 - Intensive Support
6. Student involvement in PBIS planning is important because it CO3K2
a. Reduces teacher workload only
b. Promotes punishment-focused strategies
c. Delays the intervention process
d. Encourages ownership and accountability

PART – B

3 x 6 = 18

Answer ALL questions

Each answer should not exceed 200 words

7. a. Define behaviour and explain its key features, including topography and functions. CO1K2
(or)
7. b. Differentiate between communicative and non-communicative functions of behaviour with examples. CO1K4

8. a. Explain how PBIS promotes both academic success and positive student behaviour. CO2K2
(or)
8. b. Analyze how fair and predictable consequences contribute to fostering a positive classroom environment in PBIS. CO2K4
9. a. How does Tier 2 of PBIS address the needs of students who are at risk for behavioural challenges? CO3K2
(or)
9. b. Explain the benefits of involving students in planning and implementing PBIS strategies at the school level. CO3K2

PART – C

3 x 12 = 36

Answer ALL questions

Answer should not exceed 800 words

10. a. Explain the concepts of classical and operant conditioning in details. Provide examples of how each can be used to promote appropriate behaviour. CO1K2
(or)
10. b. Analyze the importance of understanding the functions of behaviour in planning interventions. CO1K4
11. a. Elaborate on foundational principles of PBIS. CO2K2
(or)
11. b. Prioritize the importance of overall classroom environment and management in sustaining PBIS practices. CO2K4
12. a. Describe the three-tiered model of PBIS support based on the nature of behaviours. CO3K2
(or)
12. b. Explain how a school can effectively implement and sustain the three-tier PBIS model. CO3K4

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