

Glossary

A-B-C assessment- A form of direct observation in which information regarding the Antecedents to behavior, target Behaviors, and Consequences to behavior are recorded.

Applied Behavior Analysis- Systematic application of behavioral principles to change socially significant behavior to a meaningful degree.

Antecedent- A stimulus (e.g. event, activity, person, item) that precedes a behavior.

Baseline - The natural level of a behavior prior to the implementation of an intervention

Baseline data- Data points that indicate the natural level of a behavior prior to the implementation of an intervention.

Behavioral Function- The purpose of a behavior, or the reason the individual engages in a behavior (e.g. to gain attention, to escape a task).

Behavioral objective- A statement that communicates a proposed change in behavior. A behavioral objective must include statements concerning the learner, the behavior, the conditions under which the behavior will be performed, and the criteria for evaluation.

Consequence- A stimulus (e.g. event, activity, person, item) that is presented contingent on behavior.

Duration- The amount of time between the start and end of a behavior (how long the behavior lasts).

Extinction- Withholding or eliminating reinforcement for a behavior that has been reinforced in the past. This is done in order to reduce the occurrence of the behavior.

Fading of prompts- The gradual removal of prompts until the behavior is performed independently

Fading of an intervention- The gradual removal of an intervention or components of that intervention.

Frequency of behavior- The number of times a behavior occurs.

Functional assessment- The process of gathering information regarding behavior in order to form hypotheses as to variables occasioning or maintaining that behavior. This may be done by record review, interview, checklist, or direct observation.

Functional analysis- The process of testing hypothesized relationships by manipulating variables that are thought to bring about or sustain problem behavior.

Fluency- The rate at which a student accurately performs a response (e.g., reads, completes math problems).

Generalization- When behavior occurs in circumstances (e.g., setting, materials, persons) other than the one in which it was learned.

Intensity- The magnitude of a behavior.

Latency- The amount of time between the presentation of a cue and the performance of a behavior.

Maintenance- The ability to continue to perform a behavior over time, even after formal training or instruction has ended.

Modeling- Demonstrating a desired behavior in order to prompt an imitative response.

Negative Punishment- The contingent removal of a stimulus immediately following a behavior that decreases the likelihood that the behavior will occur in the future.

Negative Reinforcement- The contingent removal of a stimulus immediately following a behavior that increases the likelihood that the behavior will occur in the future.

Operational Definition- A definition that describes a behavior in observable and measurable terms.

Positive Punishment- The contingent presentation of a stimulus immediately following a behavior that decreases the likelihood that the behavior will occur in the future.

Positive Reinforcement- The contingent presentation of a stimulus immediately following a behavior that increases the likelihood that the behavior will occur in the future.

Prompt- An additional stimulus that increases the probability that a cue (i.e., instruction, request) will elicit a behavior.

Rate of Behavior- The number of times a behavior occurs within a defined period of time (i.e., per minute, per hour).

Self-Management- A strategy in which a student keeps track of his or her own behavior for the purpose of increasing a positive behavior or decreasing a problem behavior.

Shaping- Teaching new behaviors by reinforcing successive approximations to the target behavior.