



BEHAVIOR MANAGEMENT MANUAL

Brett DiNovi & Associates, LLC

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I. Introduction

This manual provides guidelines for developing, implementing, and monitoring the supports necessary to promote the well-being and protect the health and safety of the individuals we serve. The methods and procedures of support outlined in this manual are based on the philosophies of behavior analysis so that positive guiding principles balanced with evidenced-based practices inform all behavioral assessments and recommended support strategies. This manual helps ensure that the behavioral support procedures used by Brett DiNovi and Associates (BDA) staff 1) protect the human rights, safety, and welfare and 2) are in compliance with current Department of Human Services guidelines. Use of these guidelines for behavioral support will help each person live a full life and achieve his/her personal goals. It facilitates the provision of high quality person-centered and trauma-informed services by the team.

A fundamental principle is that positive, non-aversive strategies and interventions designed to develop and strengthen desirable learner's behaviors should be used whenever possible. In accordance with this manual, positive interventions shall be given the highest priority and shall always accompany the use of more restrictive procedures. Level III behavioral intervention procedures may occur when a learner's behavior is such that it poses a significant danger to themselves or others, and cannot be safely managed with less restrictive interventions or strategies.

The purpose of the Behavior Management Committee (BMC) is to ensure that behavior analytic services are appropriately selected, developed, implemented, and monitored in accordance with state, local, and funding source guidelines.

This manual does not replace the abuse, neglect and exploitation reporting required by state law and rule. Regardless of the information contained within this manual, allegations of abuse, neglect, or exploitation must always be reported immediately. To report suspected abuse, neglect or exploitation of an individual with an intellectual or developmental disability, call the DDD Hotline 24 hours a day, 7 days a week: 800.832.9173 (then press 1) if in New Jersey and **1-800-932-0313 or report online: <http://www.keepkidssafe.pa.gov/resources/childline/index.htm>** if in Pennsylvania. Please complete a company Incident Report if contacting any of these services (see Incident Reporting section below).

II. Crisis Management & Crisis Management Plans

All BDA must be trained in *Safe and Positive Approaches® for Preventing and Responding to Crisis (SPA)* or *Crisis Prevention and Intervention (CPI)* which is a comprehensive crisis prevention/intervention program designed to promote staff knowledge and competence in preventing, defusing and managing crisis situations prior to working with any BDA learner. The goal of crisis management is to have a system in place to effectively address the coordinated response and resources during and after a crisis. It is important to consider how you will help keep the learner, caretakers, and staff safe during a crisis.

When creating a Crisis Plan as part of a BSP, consider including the following:

1) Define what a crisis is for this learner:

- What does a behavioral crisis look like as compared to baseline behavior
 - Describe precursor behaviors that could escalate to dangerous behaviors for the learner or those around him/her
 - Be specific about the behaviors to identify, patterns

2) De-escalation Techniques

- Include techniques, phrases, activities, rooms, etc. that should be utilized when the behavior begins to escalate (Staff positioning, blocking, voice volume/tone, removing objects, etc)
- Include what tasks, phrase, persons, rooms, etc. should be avoided

3) Crisis Management Plan

- Describe how staff should respond when the de-escalation techniques listed above are not successful for a specified period of time (i.e. 30 minutes or what BCBA deems appropriate) (Blocking, SPA/CPI techniques)
- Include steps that should be incorporated as well as those that should be avoided
- Potentially call Mobile Crisis (support that may come in a few hours) or 911 (in need of immediate assistance or someone is imminent danger)

4) When no longer in crisis:

- Describe what staff should do when learner is no longer in crisis
 - Activities that she or he should engage in or avoid (Describe how to return to schedule/programming)
- Describe what the team needs to do following a crisis
 - Notify BCBA if not present
 - Complete incident/restraint reports and report to Restraint/Incident Designee
 - Debrief:
 - What may have contributed to or caused the crisis,
 - Which interventions used were effective or ineffective,
 - What recommendations regarding preventing and managing possible future crises should be considered

III. Structure of Behavior Intervention Systems

Selecting Behavior for Intervention:

There may be several different reasons a behavior is selected for intervention: to teach a new skill, to increase the rate of a known desired skill, to decrease maladaptive or undesirable behavior, and/or to promote maintenance and generalization. In addition to the targeted behaviors for intervention, at times, other behaviors are operationally defined and tracked in order for the TEAM to monitor. The TEAM will establish staff responses for each of these behaviors to foster a safe and therapeutic environment for the individual, staff and peers.

Targeting Behavior for Intervention:

One should decide, based on the information above, which behavior requires intervention and why. Specifically, will an intervention improve the quality of life of the individual receiving services?

Assessment Procedures:

Functional Assessment:

Once problem behaviors are selected, targeted, and defined as goals within the IEP, a functional assessment shall be conducted. A functional assessment helps to determine the variables that occasion and maintain the targeted problem behavior. The results aid in writing behavior intervention plans in three ways: 1) by identifying antecedents that may evoke the behavior; 2) by identifying reinforcers; and 3) by identifying more appropriate alternatives to that behavior.

Functional Assessment methods include the following examples:

- **Interview** - a formal or structured interview with the individual served, staff and/or parent;
- **Observation** - also known as descriptive analysis and ABC analysis, is an objective measure of behavior in relation to events which are temporally associated with it;
- **Analysis** - an objective manipulation of events to determine their role in altering the probability of a problem behavior;

- Clinical treatment and assessment of effect.

Empirically Derived Consequences:

The following procedures assist the plan authors in determining appropriate interventions. Empirically derived consequences identify reinforcers.

- Preference Assessment: Randomly presenting stimuli to an individual to determine their relative potential reinforcing value. Approach responses typically are recorded during the assessment.
- Reinforcer Assessment: Contingently delivering stimuli derived from a preference assessment to determine if they increase target behaviors.

Utilizing the above assessment procedures provides a foundation to develop plans that assure the use of the least restrictive intervention possible.

Behavioral Goals and Objectives:

Once a functional assessment has been completed and a behavior intervention plan initiated, specific behavioral goals and objectives must be written to be included in the IEP or treatment plan.

A behavioral objective should address a specific behavior and the proposed plan for change. It should describe a specific desired level of performance and be a basis for evaluation.

A behavioral objective should have the following four components:

- Identify the learner (John will...)
- Specifically identify the exact behavior in objective, measurable terms (...verbally request a break...)
- Identify conditions - the antecedents that occasion the desired response or intervention (...using a watch...at 10:15 and 12:00...independently.)
- Identify criteria for evaluation (...6 consecutive correct trials.)

Behavior Support Plan Template

Learner's name (nickname):

DOB:

Dates of revisions to behavior plan:

Level of supervision:

Functions of behavior:

Communication modality:

Allergies or medical concerns:

Operational definitions and data collection system for targeted problem behaviors:

Operational definitions and data collection system for targeted replacement and adaptive behaviors:

Behavioral Interventions:

Maintenance and Generalization:

**Evaluation and Monitoring Plan & Conditions Under Which the Supports/
Interventions Will Be Terminated:**

Behavior Support Plan Guidelines

Learner's name (nickname): Include full name and alternate name if different from legal name.

DOB: Write learner's date of birth.

Dates of revisions to behavior plan: Add the new plan date here each time the plan is revised or modified

Level of supervision: Explain the level of supervision required to maintain the learner's safety.

Functions of behavior: Based on the FBA results, indicate the function of each behavior targeted for reduction. Update if additional assessments are completed.

Communication modality: Describe how the learner communicates, via SGD, PECS, 2-3 word utterances, sign language, multi-modality communicator using both PECS and modified sign language, etc.

Allergies or medical concerns: List any known allergies or medical conditions, do not include diagnoses.

Operational definitions and data collection system for targeted problem behaviors:

- Objectively operationally define each target problem behavior you are tracking. Include inclusionary and exclusionary statements when appropriate (e.g., disruption: throwing objects – excludes when part of a game).
- Each behavior defined must have an intervention to address it, based on the function detailed within the behavior plan
- Include what type of data collection

Operational definitions and data collection system for targeted replacement and adaptive behaviors:

- Objectively operationally define each target behavior you are tracking. Include inclusionary and exclusionary statements when appropriate. Each behavior defined must be addressed in the behavior plan.
- Include replacement behaviors/functional equivalents (e.g., if targeting decreasing noncompliance, should have compliance or task completion as replacement

behavior. If targeting hitting for attention, you could include a functional communication response (FCR) or mand to access attention as the replacement behavior.

- Include what type of data collection

Behavior Interventions:

- Describe your detailed, and function-based interventions here.
- Make sure you have an intervention for each targeted problem behavior and adaptive/replacement behavior.
 - Make sure each intervention described is clinical and technically accurate.
- You may list antecedent interventions in one section and consequence interventions in another or include all interventions together.
- Include very specific, detailed steps when describing procedures.
 - The goal is for someone to read your report and be able to implement the procedures without having to ask what if X, what if Y, what if Z?
 - If describing FCR, how should staff respond if the student does not exchange the card or emit the phrase? You need to describe what to do. What if the student exchanges the FCR (break card) and simultaneously engages in problem behavior? What should staff do – provide a break, block and replace the card and not provide a break, etc.?
 - When describing how to prompt students to complete tasks – describe how many verbal prompts, delay between prompts, etc. are included in intervention. What should staff do if they are physically guiding the student and he or she resists the physical prompt? Should staff continue to physically prompt the student or wait 15 seconds and reinitiate the sequence from the beginning until compliant or does not resist the light physical prompt? Should physical prompts be included or avoided?

Maintenance and Generalization:

- Criteria to fade, increase or decrease plan components systematically should be included in this section. What specific techniques are you using to program for generalization (e.g., natural contingencies of reinforcement, multiple exemplar training, programming common stimuli, etc.).
- If you have a level III intervention in your plan, you must clearly detail the fading plan for that specific restrictive intervention in this section. More information will be provided to you once you meet with BMC.

Evaluation and Monitoring Plan & Conditions Under Which the Supports/Interventions Will Be Terminated:

- Objective and measurable goals should be determined by the team. Include a statement about the team meeting to monitor and discuss progress to ensure that

the interventions are resulting in desired behavior change and modify as needed.

IV. Techniques to Increase or Decrease Behavior

The following are strategies organized into general interventions and restrictive interventions, using a combination of factors such as risk of physical injury, risk of improper implementation, restrictiveness, social acceptability, and various state regulations. All attempts should be made to use the least restrictive procedure necessary for behavior change.

All procedures categorized under Restrictive require approval from:

- Behavior Management Committee (see section..)
- Human Rights Committee
- Informed Consent
- CEO or CCO approval.

Standard Behavior Change Procedures

- A. Chaining – an instructional procedure that reinforces the responses of the individual in a sequence, forming a complex behavior. In a forward chaining procedure, a teacher teaches the first link in the chain of behaviors, then the second, the third, etc. In a backward chaining procedure, the teacher first teaches the last link in the chain, followed by the next to last link until the individual has learned all the components of the chain.
- B. Graduated Guidance– a process of teaching a new skill through the fading from most to least prompting without resistance i.e., hand over hand, light physical assistance, modeling/gestural, and verbal. Prompting without more than equal and opposite pressure distinguishes graduated guidance from assisted compliance.
- C. Hierarchical Prompting – least to most assistive prompting which is used for skill acquisition (teaching prompts) i.e., verbal, modeling/gestural, light physical assistance, and hand over hand without resistance. This shall be distinguished from assisted compliance.
- D. Modeling – demonstrating a desired behavior in order to prompt an imitative response.
- E. Negative Reinforcement – The contingent removal of an undesirable stimulus immediately following a response. Negative reinforcement increases the future rate and/or probability of the response.
- F. Positive Reinforcement – occurs when a behavior is followed immediately by the presentation of a stimulus, and as a result, the behavior occurs more often in the future.

Positive reinforcement increases the behavior it follows.

- G. Shaping – the process of teaching a new behavior by reinforcing behaviors that progressively resemble the desired behavior. Each of the behaviors that approaches the target behavior is called a "successive approximation."
- H. Motivational System – a structured reinforcement program based on the learning principle that individuals tend to repeat or increase behaviors which are followed by positive consequences. The type of motivational system (e.g., primary, token, behavior contract) and the reinforcement schedule (e.g., continuous, fixed ratio) selected will be determined by the assessed needs of the individual.
 - a. Token Economy – a system of generalized learned reinforcers (tokens, chips, letters) in which the individual receives for displaying target behavior can save them and exchange them for a variety of back-up reinforcers at a later time.
 - b. Behavioral Contracts – a written agreement between a staff member and individual specifying the reinforcers the individual will receive for acceptable performance or which reinforcers will be removed if a specified behavior occurs. The contract should be attained through negotiation. AKA Contingency Contract.
- I. Pointed Praise – Emphasized praise is given to the individual(s) demonstrating a desired behavior.
- J. Differential Reinforcement:
 - 1. Differential Reinforcement of Other Behavior (DRO) – a reinforcement procedure in which an individual or group receives a reinforcer for completely refraining from a specific behavior for a specified period of time regardless of other behaviors demonstrated.
 - 2. Momentary Differential Reinforcement of Other Behavior (Momentary DRO) – a variation of a DRO procedure in which the reinforcer is delivered if the individual refrains from engaging in a target behavior at the moment that the DRO interval clocks out.
 - 3. Differential Reinforcement of Lower rates of Behavior (DRL) - delivering reinforcement when the number of responses in a specified period of time is less than or equal to a prescribed limit. This maintains a behavior at a predetermined rate, lower than at its baseline or naturally occurring frequency.
 - 4. Differential Reinforcement of Incompatible Behavior (DRI) – reinforcing a response that is topographically incompatible with a behavior targeted for reduction.
 - 5. Differential Reinforcement of Alternative Behavior (DRA) – reinforcing a more appropriate form of a behavior than the one the individual is currently engaging in.
- K. Behavioral Momentum or High-Probability (Hi-P) Request Sequence – a Hi-p request is one that the Lerner has a history of complying with. This procedure consists of the clinician providing a series of Hi-p requests (e.g., 3 to 5) in rapid succession, reinforcing

compliance with each request, and then providing an instruction that the Learner typically does not comply. This intervention is generally used to decrease escape maintained behavior.

- L. Functional Communication Training (FCT) – Teaching of a verbal or non-verbal communication skill to gain access to desired items/activities or to avoid non-preferred activities in a prosocial manner, so that it replaces a maladaptive behavior that had been used for the same purpose.
- M. Sensory Stimulation – to provide stimulation in alternate ways; designed to reduce the need to engage in self-stimulatory behavior.
- N. Stimulus Control – a change in operant behavior that occurs when either a discriminative stimulus (S^D) or S-delta ($S\Delta$) is presented. When an S^D is presented, the probability of response increases; and when an $S\Delta$ is given, operant behavior has a low probability of occurrence. For example, the presence of a timer running could be a S^D for an individual served to earn a reward for appropriate behavior. Thus, the timer has exerted stimulus control over appropriate behavior.
- O. Stimulus Fading- altering the conditions correlated with problem behavior. For example, the rate of instructions provided to the Learner during a task are initially decreased and then gradually increased to ensure low rates of problem behavior. The basis for this procedure's effectiveness is that it changes the establishing operation for escape behavior. That is, reducing the rate of instructions, or the time required for a break to be available, makes the task less aversive to the Learner.
- P. Structured Schedule – an antecedent environmental manipulation that specifies the sequence of identified daily activities.
- Q. Noncontingent Escape (NCE) - This procedure consists of making escape from a task available on a predetermined schedule (e.g., every 60 sec.)
- R. Noncontingent Reinforcement (NCR) – Noncontingent reinforcement consists of providing attention (or access to a preferred object/activity) to the Learner on a predetermined schedule (e.g., every 60 sec.). The staff provides the attention independent of the Learner's behavior at the specified time.
- S. Planned Ignoring– not responding to a specific behavior through either continuing with the task at hand or not allowing the individual to escape the task at hand.
- T. Relaxation Training – training an individual to reduce stress through physical action. Examples guided imagery, deep breathing or the voluntary tensing and/or relaxing of muscle groups throughout the body producing a relaxation response. It can also involve getting an individual to quietly sit or lie down, using only verbal/gestural prompts, thus reducing a potentially dangerous situation.
- U. Response Cost – a punishment procedure in which an individual's positive reinforcers are removed contingent upon the occurrence of a target behavior. An example would

be removing predetermined reinforcers (e.g. tokens, privileges). May include levels systems. MAY NOT INCLUDE THE REMOVAL OF PERSONAL PROPERTY OR ACCESS TO ROUTINE COMMUNITY ACTIVITIES.

- V. Sensory Stimulation– to provide stimulation in alternate ways; designed to reduce the need to engage in self-stimulatory behavior.
- W. Extinction – a procedure to reduce the rate of behavior that involves the discontinuation of the reinforcement that follows a behavior.
- X. Correction using verbal/gestural prompts – requiring an individual who has disrupted a social or physical situation to restore that situation to its “normal” state.

Restrictive Procedures

Below are some examples but not an exhaustive list of restrictive procedures. If you have a question about the restrictiveness of a procedure, please obtain consultation from your executive coach.

- A. Assisted Compliance– requiring an individual to complete an essential demand using hand over hand prompts and using more than equal and opposite pressure. This is distinctive from hierarchical prompting and graduated guidance techniques.
- B. Correction using physical prompts without significant resistance, i.e., restitution – requiring an individual who has disrupted a social or physical situation to restore that situation to its “normal” state.
- C. Verbal Reprimand – brief, immediate, firm statement contingent on the occurrence of a target behavior that specifies which behavior to stop, e.g., “No hitting”.
- D. Systematic Desensitization– a counter-conditioning procedure, to reduce anxiety through carefully monitored, extended incremental exposure to the anxiety-evoking stimulus.
- E. Satiation of Secondary Reinforcers – providing unlimited access to those reinforcers/stimuli that are initially neutral but acquire reinforcing qualities through pairing with primary reinforcers (also called conditioned reinforcers) that have been maintaining the target behavior.
- F. Assisted Compliance – requiring an individual to complete demands using hand over hand prompts and using more than equal and opposite pressure. This is distinctive from hierarchical prompting and graduated guidance techniques.
- G. Restitution – monetarily replacing items either through replacing them or its value.
- H. Overcorrection –
 - a. Restitutional Overcorrection – used when an individual disturbs the environment. The individual is first required to restore the environment to its

original state and then to improve it beyond this state.

- b. Positive Practice Overcorrection – used when there is no environmental disturbance but a behavior is performed incorrectly. The individual is then required to perform the correct behavior repeatedly.
- I. Response Cost – removing predetermined personal property or access to routine community outings after a target behavior occurs. May include levels systems
- J. Satiation of Primary Reinforcers – providing unlimited access to those reinforcers/stimuli (such as food) that may have biological importance to an individual.
- K. Time-out From Positive Reinforcement – a punishment procedure in which an individual experiences a less reinforcing environment following a behavior. The procedure can involve making the existing environment less reinforcing or placing the individual in less reinforcing environment.
 - a. Inclusionary Time-out
The individual is not removed from the setting, instead, the staff person denies the individual access to reinforcers, to include not participating in the activity at hand, through a temporary manipulation of the environment for a specific period of time. Examples may include staff simply ignoring the individual (e.g., removing attention) or by requiring the individual to remain within that setting (e.g., sitting in a chair).
 - b. Exclusionary Time-out
The individual is denied access to reinforcement by being removed from the setting in which the target behavior was exhibited. Examples of being removed from the setting include: moving the individual to another part of the classroom or living room and moving the individual to a different room where they cannot observe or obtain reinforcement. During the implementation of this procedure, staff must remain within visual supervision of the individual.
- L. Protective Equipment- helmets, arm guards, shin guards, gloves, etc... that is put on a learner to wear.
- M. Contingent restraint- as the result of problem behavior.

PROHIBITED PROCEDURES

Below is a list of procedures that are prohibited interventions for behavior change. This is not an exhaustive list, but some examples, if you are not sure if a behavior change procedure is approved please contact your executive coach.

- A. Time-out in a designated room - the individual is removed from the environment to a specific room used solely for time-out from positive reinforcement intervention procedure where access to potential reinforcers are denied. Seclusion, i.e., placing an individual alone/unattended in a locked room, is prohibited. Under no circumstances may an individual be placed in a designated room.
- B. Aversive procedure such as facial screen/sensory masking

V. Behavior Management Committee Reviews

In addition to the Intensive Clinical Reviews, a larger team of senior BCBA's composes the Behavior Management Committee. This team is available to review any requests to use Level III procedures as well as review very difficult cases.

Guidelines of when to bring a case to the Behavior Management Committee

- Any Level III Procedures are considered
- Punishment procedures may be needed for behavior change
- Use of protective/restrictive equipment the learner will be wearing
- The Intensive Clinical Review Team reviewers feel it would be beneficial to bring the case to a larger committee

Preparing for the BMC Review

- The team will meet at a scheduled time through a video platform such as Zoom or in person. Please ensure you can block off 90 minutes in your schedule for this meeting. Please prioritize this meeting as this is a serious matter if it is going to a BMC review.
- Ensure you have the following prepared and submitted at least 3 days in advance of your scheduled meeting time so the team can review it prior to the meeting
 - Behavior data graphed and prepared in Excel or Google Sheets
 - Current and previous copies of behavior intervention plans/BSPs
 - Any documentation on previously tried interventions
 - Pictures of any protective or restrictive equipment
 - Copies of any prescriptions from doctors for said equipment if available
 - Information on any medications and recent medication changes
 - Any prescriptions for protective equipment
- Complete the Background Information Form for the team *at least 3 days* prior to the scheduled review.

VI. Restraint and Incident Reporting

- If there is an incident or a restraint is used, staff should:
 1. Notify the Behavioral Consultant for that learner immediately
 2. Complete the corresponding form. BDA has Google Forms that create reports for any incidents or restraints that occur with learners. These forms can be found under the Resources tab on the BDA Intranet (www.bdaintranet.com) or use the links below. (Please note there are separate forms for adult services/DDD and learners under 21 supported directly by BDA staff. Please ensure you fill out the correct form, if unsure, reach out to the Restraint/Incident Designee at BDA.)
 - [Incident Report Form \(non-restraint\)](#)
 - [Restraint Form](#)
 - [Adult Services Incident Report Form](#)
 - [Adult Services/DDD Restraint Form](#)
 3. Determine who will inform the parent by the end of the day.
 4. Notify the Restraint/Incident Designee at BDA.

Guidelines for when to file a non-restraint Incident Report

- A staff or learner was injured
- You observed someone else using a restraint
- A call was made about your learner to child protective services. This can be a call you made or someone else made. If you speak to child protective services in any capacity, file an incident report, each time.
- Your learner made a statement about self-harm, homicide, or suicide
- Property destruction occurred at a severe level (i.e. A window was broken, hole in the wall, etc.)
- The police or emergency professionals were called for your learner, or someone directly involved with your learner (i.e. their parent or caregiver)
- Your learner experiences some type of medical emergency that is atypical for him or her (i.e. seizure, choking)
- If something alarming or out of the ordinary occurred during your shift it may need an incident report. Please run it by your Behavioral consultant first.
- Your Behavioral Consultant has asked you to fill out an Incident Report for any matter.
[Link to Incident Report Form](#) or [Adult Services Incident Report Form](#)

Guidelines for when to file a Restraint Report

- A SPA physical restraint was used

- A SPA escort was used (two arm escort/assist, safety escort/assist, or 2 person escort)
- A restrictive bite release was used
[Link to Restraint Form](#) or [Adult Services/DDD Restraint Form](#)

VII. Intensive Clinical Reviews

BDA has senior BCBA's and a BCBA-D who conduct Intensive Clinical Review meetings of learner's cases. These occur weekly at a time convenient for all parties. This looks like a

conversation where recent data, incidents and Behavior Intervention Plans are discussed. Additionally, a Behavior Management Committee is available to review and monitor Level 3 Procedures. To nominate your learner for a review, go to the Resources tab on the Intranet and click on “Clinical Review,” and complete the Google Form or use this link: [Intensive Clinical Review meeting request](#).

Guidelines for when cases are recommended to go to an Intensive Clinical Review Meeting (*this list does not encompass all scenarios that may require Clinical Review*)

- 3 or more restraints/escorts in a month
- A restraint occurred that lasted more than 15 minutes
- A police involved event
- A staff or learner was injured
- A learner made a statement of intent to harm themselves
- Behavior change is not occurring within a reasonable amount of time (~ 3 months)
- Guidance with difficult parents
- Suspected neglect or abuse of the learner

Steps After the Clinical Review

- Action Steps will be defined during the review and sent out to the BC for the case
- Said steps should be completed as soon as possible or by the date set forth
- The BC should ask to reconvene if the problem is not resolved or the recommended steps are not effective

VIII. GLOSSARY

Accuracy - the extent to which the response meets standards. The extent to which the data produced by measuring an event match the true state or true values of the event as it exists in nature.

Acceleration of Behavior: Increasing - a behavior in some way. Frequency, duration, intensity, etc.

Alternating Treatment Design – an experimental design in which the replications involve presenting the different values of the independent variable in an alternating sequence under the same general conditions or in the same experimental phase. Also multi-element design.

Analysis of Behavior - procedure for determining the development of an individual behavior plan. May include: Identification of antecedents; identification of target behavior (type, frequency, duration); medical evaluation to identify or rule out potential medical causes of the behavior; history of the maladaptive behavior and of past and present intervention efforts; and environmental analysis to determine conditions which are maintaining the behavior.

Antecedent Environmental Manipulation – altering aspects of an individual's surrounding that may serve as a discriminative stimulus for a specific behavior, that will in turn may modify the behavior in some way. An example would be a structured or visual daily schedule.

Antecedent Stimulus - a stimulus (an event or condition) that precedes a behavior that may or may not be a discriminative for a specific behavior.

Applied Behavior Analysis: The science in which tactics derived from the principles of behavior analysis are applied to improve socially significant behavior and experimentation is used to identify the variables responsible for improvement of behavior.

Assisted Compliance: The use of more than equal and opposite pressure when physically prompting an individual to complete a task/demand. The use of assisted compliance is restricted to specific tasks/demands within an individual's Behavior Support Plan.

Backup Reinforcer – an object or event received in exchange for a specific number of tokens, points, etc. An object, event, activity, or privilege received in exchange for a specific number of tokens, points, etc.

Backward Chaining - see chaining.

Baseline – the phase of an experiment or intervention where the behavior is measured in the absence of a function based intervention. A condition in which the independent variable (i.e., a specific intervention) is not in place (e.g., prior to implementation). Data obtained during this condition are the basis for determining the effects of the independent variable.

Behavior - any observable act an individual performs; synonymous with the term "response." Included are both operant and respondent.

Behavioral Contract - a written agreement between a staff member and an individual specifying the reinforcers the individual will receive for acceptable performance or which reinforcers will be removed if a specified behavior occurs. The contract should be attained through negotiation. Also known as Contingency Contract.

Behavioral Momentum [High-Probability (Hi-P) Request Sequence] – a Hi-p request is one that an individual has a history of complying with. This procedure consists of the staff providing a series of Hi-p requests (e.g., 3 to 5) in rapid succession, reinforcing compliance

with each request, and then providing an instruction that an individual typically did not comply with. The basis for this procedure's effectiveness is that it produces a momentum of compliance (i.e., the Hi-p request sequence) that is maintained when we present an individual with a low probability request. This treatment is generally used to decrease escape maintained behavior.

Behavioral Objective - a statement containing a specific condition, behavior, and criteria that describe the expected performance of an individual following intervention. See also Criteria.

Behavior Chain -A sequence of responses in which each response produces a stimulus change that functions as conditioned reinforcement for that response and as a discriminative stimulus for the next response. Reinforcement for the last response maintains the effectiveness of the stimulus change produced by all previous responses in the chain.

Behavior Management - systematic interventions using some combination of skill building and behavior reduction techniques, based on individualized program plans made by the interdisciplinary team.

Blocking/response prevention: Physically interrupting a response by placing part of one's body or a pad in-between the individual and the behavior target. For example, placing a pad in-between an individual's hand and his head to prevent the individual's hand from contacting his head or standing in-between an individual and the room or item she is trying to access.

Chaining – an instructional procedure that reinforces the responses of the individual in a sequence, forming a complex behavior. In a forward chaining procedure, a teacher teaches the first link in the chain of behaviors, then the second, the third, etc. In a backward chaining procedure, the teacher first teaches the last link in the chain, followed by the next to last link until the individual has learned all the components of the chain.

Change Over Delay – the duration of time between the cessation of a target behavior and the termination of a treatment procedure. The duration of time is used as a criterion for the termination of the treatment procedure.

Changing Criterion Design – a research design that progressively changes the rate of target behavior to some new criterion (up or down). For example, the criterion for the number of aggressions could be progressively lowered over several months. The effects of the independent variable are shown if the individual served meets or falls below the criterion for any set number of days.

Classical Conditioning – in this type of learning, a neutral stimulus (CS) is repeatedly paired with an unconditioned stimulus (US), and the subject comes to respond to the neutral stimulus even when it is presented alone.

Classroom Management Plan – a written behavior approach that includes Level I and/or Level II interventions only. They are specifically written for a particular classroom and its

unique characteristics. For behaviors that occur that are not addressed by the classroom management plan, the interdisciplinary team will meet to determine the need for an individualized behavior plan.

Conditioned Aversive Stimulus: A previously neutral stimulus that has acquired its effectiveness as a result of being paired with one or more unconditioned aversive stimuli.

Conditioned Reinforcer - . A previously neutral stimulus or event that functions as a reinforcer because of prior pairing with one or more other reinforcers. For example, by presenting a token (neutral stimulus) and then immediately presenting a favorite food (Unconditioned Reinforcer), in exchange for the token, the token is likely to become a conditioned reinforcer. See also Unconditioned Reinforcer.

Consequence - any environmental stimulus or event that follows a behavior, as a result of that contingency relationship, strengthens or weakens the future rate of the behavior.

Consequence Sharing - a group contingency arrangement in which the behavior of one individual determines the consequence for all other individuals. An example would be reading all individuals in a group a story if a peer finished his/her work on time. See also Group Contingency.

Contingency – the relationship between a response or behavior and its consequence. The dependent and /or temporal relationship between a response and its controlling variables (consequence). For example, because an individual correctly answers a math problem, the teacher draws a smiley face on the paper.

Contingency Contract - a written agreement between a staff member and an individual specifying the reinforcers the individual will receive for acceptable performance or which reinforcers will be removed if a specified behavior occurs. The contract should be attained through negotiation. Also known as Behavioral Contract.

Contingent Observation - a time-out procedure in which an individual is moved a short distance from an activity after displaying a target behavior, but is able to observe other individuals in behavior appropriately. See also Inclusive Time Out and Time Out.

Continuous Reinforcement (CRF) - a reinforcement schedule in which each occurrence or non-occurrence of a certain behavior is reinforced. See also Schedule of Reinforcement.

Controlling variables – the environmental events (antecedents and consequences) that influence the probability of a particular behavior.

Correction - restoring the effects of a target behavior, as a consequence for that pre-specified behavior, in the context of an individual's behavior intervention plan. Correction is distinguished from overcorrection in that the restorative act is limited to the immediate effects of the behavior. For example, if the individual is being trained to eat without spilling food on the table, correction may involve cleaning what the individual has spilled; an overcorrection might call for the individual to clean not only his own spills, but to wash the entire table top as well. If more than equal and opposite pressure is required see forced compliance. See also Overcorrection.

Correlation - a measure of the degree to which two variables have a tendency to change

together.

Covert behavior – behavior that is not directly observable to others. For example, responses that occur within the skin (e.g., thinking).

Criteria - that portion of a behavioral objective, which specifies three aspects of intended individual's performance. Contained in the criteria should be the intended: (a) rate or accuracy of performance; (b) duration of performance at a specified rate, accuracy, or frequency; and (c) the date by which the behavior is to be performed, at the two previously stated criteria. See also Behavioral Objective.

Cumulative Graph - a graph in which cumulative responses are represented on the y-axis.

Dependent Variable – a measure of an individual's behavior. The measure of the behavior targeted for change. The DV is used to determine if changes in the independent variable affect the target behavior.

Deprivation – A state in which a person goes without a particular reinforcer for a period of time, the effect of which is to make that reinforcer more potent and evoke behaviors that serve to produce access to that reinforcer.

Descriptive Praise: A form of positive feedback that emphasizes the exact behavior being praised.

Differential reinforcement – A procedure in which specific members of a response class are reinforced while all other members of that response class are placed on extinction.

Differential Reinforcement of Alternative Behavior (DRA) – A procedure for decreasing challenging behavior in which reinforcement is provided for a behavior that serves as a desirable alternative to the challenging behavior and withheld following instances of challenging behavior. For example, reinforcing following instructions and not when physical guidance is required.

Differential Reinforcement of Incompatible Behavior (DRI) – A procedure for decreasing challenging behavior in which reinforcement is provided for a specific behavior that is incompatible with the challenging behavior and withheld following instances of challenging behavior. For example, sitting in a chair is incompatible with walking around the room.

Differential Reinforcement of Lower rates of Behavior (DRL) – A schedule of reinforcement in which reinforcement (a) follows each occurrence of the target behavior that is separated from the previous response by a minimum interresponse time (IRT) or (b) is contingent on the number of responses within a period of time not exceeding a predetermined criterion. All instances that do not meet those criteria are placed on extinction. This procedure is often used to reduce a behavior that occurs too frequently but should be maintained in the individual's repertoire (e.g., asking to go to the bathroom).

Differential Reinforcement of Other Behavior (DRO) - A procedure for decreasing challenging behavior in which reinforcement is contingent on the absence of the challenging behavior during or at specific times (i.e., momentary DRO).

Direct Measurement - the direct observation and recording of behavior as it occurs.

Discrete Trial Format – a teaching format that has clearly discriminable steps as follows:
stimulus → response → consequence.

Discrimination - A situation in which a behavior occurs more often in some situations, but not in others. For example, if an individual gives an answer when called on, but does not give answers at other times, discrimination has been formed.

Discriminative Stimulus (S^D) – A stimulus in the presence of which responses of some type have been reinforced and in the absence of which the same type of responses have occurred and not been reinforced. This history increases the momentary frequency of those responses in the presence of the S^D. For example, a “break card” on an individual’s desk signals that a break is available contingent on a particular response, however, the absence of the break card” signals that a break is not available.

Duration Recording – A measure of the total extent of time in which a behavior occurs. This is a measure of temporal extent.

Enriched Environment – An antecedent based treatment procedure which employs a redesign of the physical environment, so that an individual will have access to a variety of preferred items, materials, etc.

Environmental Restoration: Returning the environment to its original state prior to the occurrence of a target behavior. If a target behavior disrupts or damages the physical environment, environmental restoration would require the individual to restore the environment. For example, an individual spills his milk therefore he is prompted to clean up the spilled milk.

Equal and Opposite Pressure – a degree in which staff provide a physical prompt to an individual equal to the force of an individual’s compliance and/or resistance.

Essential Demands – includes all personal hygiene. It excludes all other activities of daily living such as household chores and/or educational/vocational tasks.

Exclusionary Time-out - the individual is denied access to reinforcement by being briefly removed from the setting in which the target behavior was exhibited. Examples of being removed from the setting include: moving the individual to another part of the classroom or living room, requiring that the person sit in a chair away or on the floor from other individuals, and/or moving the individual to a different room. During the implementation of this procedure, staff must remain within Line of Sight of the individual.

Extinction - A procedure in which reinforcement for a previously reinforced behavior is

withheld. The result of extinction is a gradual decrease in frequency until the behavior no longer or infrequently occurs. For example, a teacher stops attending to an individual's profanities, resulting in decreased profane use of language.

Extinction Burst - the temporary increase in behavior that frequently occurs with an extinction procedure. A side effect of extinction, in which the frequency of responding increases when an extinction procedure is initially introduced.

Fading - A procedure for transferring stimulus control in which features of an antecedent stimulus controlling a behavior are gradually changed to a new stimulus while maintaining the current behavior. For instance, the gradual removal of prompts that help an individual served to perform a behavior.

Feedback - any kind of information indicating whether a behavior was correct or incorrect. Examples of feedback may include: praise, instructions, grades, error correction, reprimands, etc.

Fixed-Interval Schedule (FI) - a reinforcement schedule in which a reinforcer is delivered following the first response that occurs after a specified period of time. On an FI 10 minute schedule, for example, the first occurrence of a behavior, following the passage of 10 minutes, will be reinforced.

Fixed-Ratio Schedule (FR) - a schedule of reinforcement in which a reinforcer is delivered following an unvarying number of responses, since the previous reinforcement. On an FR 10 schedule, for example, a behavior would be reinforced after exactly ten responses.

Fixed-Time Schedule (FT): A schedule of reinforcement in which a reinforcer is delivered following a specified time interval independent of behavior. On a FT 10 minute schedule, for example, a reinforcer is delivered following the passage of 10 minutes irrespective of behavior.

Forward Chaining - See Chaining.

Frequency Recording (Event Recording) - counting the number of specific, discrete occurrences of a target behavior. It is most useful for recording behavior that has a distinct beginning and end and is of brief duration and has a low frequency.

Frequency within interval recording – a recording method in which the number of occurrences of a target behavior is recorded within consecutive intervals of time during an observation period.

Functional Analysis – an assessment method in which environmental events (antecedents and consequences) are manipulated to demonstrate a functional relationship between the environmental events and behavior.

Functional Communication Training – teaching a functionally equivalent alternative communication response as a replacement behavior for challenging behavior. This intervention (Functional Communication Response) involves differential reinforcement of

alternative behavior

Functional Level - the level at which a person is functioning in a specific skill area, e.g. multiplication, as indicated by the highest level objective which the individual has mastered. See also Progress Graph.

Generalization - Extent to which previously learned behaviors occur under conditions different from those under which it was initially learned or is performed in a different but functionally equivalent manner. Situation or setting generalization occurs when a behavior occurs in the presence of stimuli other than those that were present originally (e.g., making a sandwich at home after being taught how to make a sandwich at school). Response generalization occurs when a person performs behaviors that were never taught but have the same effect on the environment as the trained behavior (e.g, saying “hi” after being taught to say “hello”).

Gestural Prompt: An additional cue that increases the likelihood of a correct response. The cue is in the form of a gesture, such as pointing to the correct answer.

Graduated Guidance – a process of teaching a new skill through the fading from most to least prompting without resistance i.e., hand over hand, light physical assistance, modeling/gestural, and verbal. Prompting without more than equal and opposite pressure distinguishes graduated guidance from assisted compliance. For instance, a full sequence might be hand over hand without resistance, light physical assistance, modeling/gestural, and verbal.

Group Contingency - an arrangement in which consequences depend, to some degree, on the behavior of one, or more, other persons. See also Consequence Sharing.

Hierarchical Prompting – least to most assistive prompting which is used for skill acquisition (teaching prompts) i.e., verbal, modeling/gestural, light physical assistance, and hand over hand without resistance. This shall be distinguished from assisted compliance. For instance, verbal, modeling/gestural, light physical assistance, and hand over hand without resistance.

High-Probability (Hi-p) Request Sequence – see Behavioral Momentum

Inclusionary Time-out – Also called contingent observation. A procedure for implementing time out in which the individual is repositioned within an existing setting so that observation of ongoing activities remains but access to reinforcement is lost. Examples may include staff simply removing all attention for a specified period of time or requiring the individual to sit in a chair off to the side of the room for a period of time.

Independent Variable – the variable (intervention), the is systematically manipulated to influence the dependent variable

Indirect assessment – An assessment that relies on information of others (e.g., questionnaires, interviews) used to obtain information about a target behavior (e.g., conditions in the environment that correlate with the target behavior).

Informed Consent - a practice in which an individual (or their parents or guardians) are given all information to include risks and benefits that are relevant to the Planned

Intervention before agreeing to become involved in the treatment or study.

Intensity - the force with which a response is exhibited.

Interdisciplinary Team (IDT): The Interdisciplinary Team/Individualized Support Plan Team includes the individual, the individual's parent and, if applicable, the individual's guardian or custodian, if available, any person invited by the individual and the individual's parent, guardian or custodian, staff persons, contracting agency representative and other appropriate professionals. This team should be involved in all aspects of care and treatment. The exact composition of an interdisciplinary team will vary with the specific needs of the individual.

Intermittent Reinforcement Schedule - a reinforcement schedule in which some occurrences of a certain behavior are reinforced and other occurrences are not. See also Schedule of Reinforcement.

Inter-observer Agreement (IOA): A measure of the degree to which two or more independent observers agree on the occurrence or nonoccurrence of a particular response or behavior after observing the same events. One commonly accepted formula for calculating IOA: $\text{Agreements} / (\text{Agreements} + \text{Disagreements}) \times 100$

Intermittent Reinforcement Schedule: A reinforcement schedule in which some but not all occurrences of a target behavior are reinforced. See also Schedule of Reinforcement.

Interval Time Sampling Recording - measuring behavior during specified time periods. The observer records whether or not the behavior occurred during that time period. It is most useful for measuring behavior that occurs very frequently such as thumb-sucking, calling out.

Inter-Response Time (IRT): The interval of time between the end of one response and the start of the next response. This is a measure of temporal locus.

Latency - the time that elapses between an antecedent (cue, prompt, signal) and a response.

Limited-hold (LH) - A situation in which reinforcement is available only during a specific time frame following the elapse of a VI or FI interval. If the target behavior does not occur prior to the end of the hold interval, reinforcement is withheld.

Maintenance of Behavior - Two meanings in behavior analysis (a) The degree to which the learner continues to perform a target behavior after a portion or all of the intervention has been removed or (b) a condition in which treatment has been discontinued or partially withdrawn.

Modeling – demonstrating a desired behavior in order to prompt an imitative response.

Model Prompt: An additional cue that increases the likelihood of a correct response. The

cue is in the form of a demonstrating the desired behavior in order to prompt an imitative response.

Momentary DRO – a variation of a DRO procedure in which the reinforcer is delivered if the individual refrains from engaging in a target behavior at the moment that the DRO interval clocks out.

Momentary Differential Reinforcement: A variation of a differential reinforcement procedure in which the reinforcer is delivered if the individual meets criteria for reinforcement at the moment a predetermined time interval ends (e.g., for a momentary DRO, reinforcement is delivered if the individual is not engaging in the targeted problem behavior, for a momentary DRA, the individual is demonstrating the alternate behavior to the targeted problem behavior, etc) and extinction is implemented if those criteria are not met.

Momentary Time Sampling - A measurement method in which the presence or absence of the target behavior is recorded at precisely specified time intervals (e.g., the end of the interval). It is most useful when behavior is frequent or on-going, and continuous observation is not possible (e.g., in-seat behavior, and frequent stereotypic behaviors).

Motivational System - a structured reinforcement program based on the learning principle that individuals tend to repeat or increase behaviors which are followed by positive consequences. The type of motivational system (e.g., primary, token, behavior contract) and the reinforcement schedule (e.g., continuous, fixed ratio) selected will be determined by the assessed needs of the individual.

Multiple-Baseline Design - an experimental design that demonstrates the effect of a single intervention in one of three conditions; across behaviors, across subjects, or across settings. For example, after baseline is taken on different behaviors a procedure is then applied to one behavior, later to a second, a third, etc. If the behavior consistently changes when the procedure is applied to it, it is clear that the procedure effected the change in behavior.

Multi-Element Design – a single-subject experimental design that allows comparison of the effectiveness of two or more treatments by presenting treatments randomly rather than sequentially. Also known as alternating treatment design.

Natural Consequence: Any consequence that occurs independent of the behavior analyst, practitioner, or family member's efforts. A natural consequence is not contrived. Example, being unable to watch television is a natural consequence of engaging in property destruction that causes one's TV to not work properly.

Negative Reinforcement - The process by which a negative reinforcer (i.e., an undesirable stimulus) is removed, reduced in intensity, or postponed immediately following a response, which serves to increase the future probability of that response. Example: When the alarm clock sounds, the individual turns off his alarm clock, thus removing the

loud beeping noise. In the future, when the alarm sounds, the likelihood that the individual immediately turns off the alarm increases.

Noncontingent Escape (NCE) – making escape from a task available on a predetermined schedule (e.g., every 60 sec.) independent of the occurrence of a target behavior. For example, once the individual starts the task, the staff person sets a timer to signal when a break is available.

Noncontingent Reinforcement (NCR) – providing attention (or access to a preferred object/activity) to the Person We Serve on a predetermined schedule (e.g., every 60 sec.) independent of the occurrence of a target behavior. A procedure in which stimuli with known reinforcing properties are presented on a fixed or variable time schedule completely independent of behavior. NCR is often used as an antecedent intervention to reduce problem behavior.

Observational Recording - any procedure used to obtain a record of an individual's behavior (e.g., calling out, out of seat) that does not leave a product. See also Duration Recording, Frequency Recording, Interval Recording and Momentary Time Sampling.

Operant Behavior – Behavior that is selected, maintained, and brought under stimulus control as a function of its consequences. Each person's operant behavior is a function of his/her learning history (e.g., interactions with his/her environment). Such behaviors are considered "voluntary" and are "emitted" by the individual. Examples of operant behavior include hand-raising, writing down assignments and reading aloud.

Operant Conditioning - See also Operant Behavior. The process by which operant learning occurs; consequences of a behavior result in an increase or decrease in the frequency of the behavior under similar conditions in the future. See also Operant Behavior.

Overcorrection - one of two types of punishment procedures: (a) Restitutive Overcorrection - used when an individual disturbs the environment. The offending individual is first required to restore the environment to its original state and then to improve it beyond this state. (b) Positive Practice Overcorrection used when there is no environmental disturbance but a behavior is performed incorrectly. The individual is then required to perform the correct behavior repeatedly.

Overt Behavior – behavior that can be observed and recorded by a person other than the one exhibiting the behavior.

Partial Interval Time Sampling – A time sampling method in which the observation period is divided into a series of brief intervals. The observer then records whether the target response does or does not occur during each interval. Partial interval recording is not concerned with how many times the behavior occurred during the interval nor how long the behavior was present just whether it occurred at all during each interval.

Performance Graph - a graph which permits a daily comparison of the rate and direction in which performance changes in order to determine whether a specific objective is met with the level (e.g. correct rate, or accuracy) at which the person actually performs. See Progress Graph.

Permanent Product Measurement - a type of recording in which the outcome or permanent product of the behavior is recorded as an indication of the occurrence of the behavior.

Physical Distress – the individual is exhibiting one or more of the following: difficulty breathing; choking; vomiting; bleeding; fainting; unconsciousness; discoloration; swelling at points of restraint; appearance of pain; cold extremities or similar manifestations.

Physician's Consent - examination and written certification by a physician prior to approval of certain behavior interventions, stating that proper application of the technique is not medically contraindicated for the individual.

Physical Guidance/Prompt: An additional cue that increases the likelihood of a correct response. The cue is in the form of guiding an individual in the completion of a skill so that the objective of the skill is completed properly. During physical guidance, staff do not exert more than equal and opposite pressure.

Placebo – any medication used to relieve symptoms, not by reason of specific pharmacological action but solely by reinforcing the individual's favorable expectancies from treatment.

Planned Ignoring – not responding to a specific behavior through either continuing with the task at hand or not allowing the individual to escape the task at hand. This differs from extinction in that the source of reinforcement maintaining the behavior is unknown

Pointed Praise - Emphasized praise is given to an individual(s) demonstrating a desired behavior.

Positive Practice Overcorrection - see Overcorrection.

Positive Reinforcement – The process by which a positive reinforcer (i.e., a desirable stimulus) is delivered or increased in intensity immediately following a response, which serves to increase the future probability of that response. Example: An individual does not put his/her dirty laundry in the clothes basket. Staff (take data and) begin to give the individual a quarter every day that she puts her dirty laundry in the clothes basket. The individual begins to put her dirty laundry in the clothes basket daily. Therefore, the quarter is considered a positive reinforcer.

Positive Practice Overcorrection: Contingent upon the occurrence of a target behavior an individual is required to repeat a correct form of the behavior or a behavior incompatible with the problem behavior, a specified number of times. Positive practice overcorrection entails an educative component. Example: After misspelling a word on a spelling test, an individual is required to correctly spell a word 5 times.

Positive Reinforcer – a tangible object or activity that is used as a consequence for a behavior that increases the future probability of that behavior occurring again. See also Positive Reinforcement

Precursors – A low intensity behavior (e.g., screaming) which is observed to frequently precede more intense forms of problem behavior (e.g., aggression).

Premack Principle – A principle that states that making the opportunity to engage in a high frequency behavior contingent on the occurrence of a low frequency behavior, will function as reinforcement for the low frequency behavior. Example: If a child frequently plays with a doll but does not do spelling exercises, access to the doll can be made contingent upon completion of a spelling lesson.

Primary Reinforcer - see Unconditioned Reinforcer.

Progress Graph - a graph which permits a comparison of a person's overall progress in a curriculum area (e.g. math) with both her projected learning rate and the minimum rate of learning which is expected of any individual.

Prompt - Any additional antecedent event used to occasion a correct response in the presence of a discriminative stimulus that will eventually occasion correct responding.

Punishment - The process by which a stimulus change following a behavior decreases the future probability of that behavior under similar environmental conditions. The stimulus change could be the application of an aversive stimulus or the removal of a preferred stimulus. The only way to determine whether or not a given consequence is a punisher is to observe its effects on the behavior it follows. Punishment is viewed as a highly restrictive procedure.

Rate - Frequency of behavior per unit of time. The observer records the number of events during a specified time period (ex: number of aggressions/hour).

Redirection - A procedure in which an individual is directed to an alternate activity or topic in an attempt to interrupt or prevent a problem behavior from occurring.

Reinforcer: A stimulus change that increases the future probability of the behavior that immediately precedes it. The only way to determine whether or not a given consequence is a reinforcer is to observe its effects on the behavior it follows.

Reinforcement - The process by which a stimulus change following a behavior increases the future probability of that behavior. The stimulus change can involve the presentation of something desirable (e.g., a preferred seating arrangement), which is known as positive reinforcement or the removal of an undesirable event (e.g., a final examination), which is known as negative reinforcement.

Reinforcement Menu - a description of the reinforcers available to the individual. A list or description of reinforcers available to an individual.

Relaxation Training - teaching an individual to reduce stress through physical action. Examples guided imagery, deep breathing or the voluntary tensing and/or relaxing of muscle groups throughout the body producing a relaxation response. It can also involve getting an individual to quietly sit or lie down, using only verbal/gestural prompts, thus reducing a potentially dangerous situation.

Reliability - a measure of the degree to which independent observers agree on the occurrence of a behavior (also known as inter-observer agreement). One commonly accepted formula for calculating reliability:

$$\frac{\text{Agreements}}{\text{Agreements} + \text{Disagreements}} \times 100$$

Response Cost - A procedure in which positive reinforcers are removed contingent upon the occurrence of a target behavior. Example: For each occurrence of a target behavior, a token that has already been earned is removed

Response Prevention/blocking – Physically interrupting a response by placing part of one’s body or a pad in-between the individual and the behavior target. For example, placing a pad in-between an individual’s hand and his head to prevent the individual’s hand from contacting his head or standing in-between an individual and the room or item she is trying to access.

Restitution – monetarily replacing items either through replacing the item or its value.

Restitutive Overcorrection – see Overcorrection. Contingent upon the occurrence of a target behavior, an individual is required to correct the environment to a state better than it was prior to the occurrence of the challenging behavior. Example: After throwing one’s milk on the kitchen floor, the individual is required to not only clean up the milk but also clean the entire kitchen’s floor.

Reversal Design – demonstrates the effect of an intervention by implementing an intervention then removing the intervention and then replicating or repeating the application of the intervention to determine whether it occasions a change in the behavior (AKA A-B-A-B Design).

Safeguarding Equipment - devices that restrict movement used to provide support for the achievement of functional body position or proper balance; devices used for specific medical, dental or surgical treatment; and devices to protect the individual from symptoms of existing medical conditions, including, but not limited to, seizures, ataxia and involuntary self-abuse.

Satiation - The reduction in performance or effectiveness of a reinforcer after an individual receives large amounts of a particular reinforcer in a short period of time.

Satiation of Primary Reinforcers - providing unlimited access to those reinforcers/stimuli (such as food or liquids) that may have biological importance to an individual.

Satiation of Secondary Reinforcers – providing unlimited access to those reinforcers/stimuli that are initially neutral but acquire reinforcing qualities through pairing with primary reinforcers (also called conditioned reinforcers) that have been maintaining the target behavior.

Schedule of Reinforcement - a specification of the number of behaviors that must occur, or the amount of time that must pass, in order for a response to be reinforced. See also

Fixed-Interval Schedule, Fixed-Ratio Schedule, Variable-Interval Schedule, Variable-Ratio Schedule.

Secondary Reinforcers – events that have been repeatedly paired with primary reinforcers or other strong conditioned reinforcers that can come to have reinforcing properties themselves. More frequently used are attention, praise, money and other reinforcers not directly related to biological needs.

S-delta (S Δ) – a stimulus in the presence of which a particular response will not be reinforced or will be punished.

Self-Management, (Self-Monitoring) - any procedure an individual undertakes in order to modify some aspect of her or her own behavior. See also Contingency Contract and Self-Recording.

Self-Recording - an attempt to change one's own behavior by attaining a record of it. This might involve an individual graphing the number of days he or she completed his homework assignments each week.

Sensory Stimulation - to provide stimulation in alternate ways; designed to reduce the need to engage in self-stimulatory behavior.

Shaping - A teaching procedure that employs differential reinforcement to produce a series of approximations toward the desired behavior. Each approximation more closely resembles the final targeted response and is called a "successive approximation." During shaping, the targeted approximation produces reinforcement while all other approximations are placed on extinction.

Side Effects - any indirect changes in behaviors caused by a treatment intervention, but which were not the intended targets for modification.

Stimulus - any observable change in the environment that may affect behavior. A stimulus may come before a behavior (i.e., a discriminative stimulus) or after a behavior (e.g., a reinforcer).

Stimulus Control – A situation in which the frequency, latency, duration, or amplitude of a behavior is altered by the presence or absence of an antecedent stimulus. When an S^D is presented, the probability of response increases; and when an S^A is given, operant behavior has a low probability of occurrence. Example: The presence of a timer running could be a S^D for an individual served to earn a reward for appropriate behavior. Thus, the timer has exerted stimulus control over appropriate behavior.

Stimulus-delta (S^A): A stimulus in the presence of which a particular response has not produced reinforcement in the past. Therefore, when an S^A is present, the likelihood of that response occurring is decreased..

Stimulus Fading – The process of gradually altering the conditions correlated with a target

behavior. Example: Gradually decreasing the prompts or cues provided to an individual when he/she completes a task.

Structured Schedule - an antecedent environmental manipulation that specifies the sequence of identified daily activities

Systematic Desensitization - a counter-conditioning procedure, to reduce anxiety through carefully monitored, extended incremental exposure to the anxiety-evoking stimulus. A procedure based on principles of classical conditioning to reduce anxiety or fear through carefully monitored, extended incremental exposure to the anxiety-evoking stimulus. Example: Practicing having one's teeth examined by a dentist across a number of trials. The first step is just sitting in the dentist chair. Next the dentist sits next to the individual. Next the dentist holds instruments near the individual's mouth. Next the dentist touches the individual's teeth with the instruments. Finally, the dentist completes the cleaning.

Target Behavior - a behavior specifically designated for intervention. The behavior selected for intervention. It must be defined in an observable, specific, and objective manner that can be reliably observed and measured by all trainers who will have contact with the individual served.

Task Analysis - The process of breaking a complex task or series of responses into smaller, teachable units. Also refers to the product of this process (i.e., the list of smaller teachable units) For example, a task analysis might consist of the steps a given individual served would need to perform in order to complete a division problem.

Terminal Behavior: The end product of shaping.

Time-Out From Positive Reinforcement– A procedure in which an individual experiences a less reinforcing environment following a target behavior. The procedure can involve making the existing environment less reinforcing or placing the individual in a less reinforcing environment. See also Contingent Observation, Exclusion, Inclusionary Time-out, and Seclusion.

Time Sampling Recording: Measuring behavior during specified time periods. The observer records whether or not the behavior occurred during that time period. It is most useful for measuring behavior that occurs very frequently such as thumb-sucking, calling out.

Token Economy – a system of generalized learned reinforcers (tokens, chips, letters) in which the individual receives for displaying target behavior. These tokens are saved and exchanged at a later time for a variety of back-up reinforcers.

Token Reinforcer - a tangible item or symbolic event that can be exchanged for a (back-up) reinforcer. Examples of tokens include poker chips, check marks, and money. See also Back-up Reinforcer.

Topography – the physical form or description of a motor behavior. For example, one topography of aggression could be kicking.

Unconditioned Reinforcer - A stimulus that can strengthen behavior as a result of

evolutionary development of the species; no prior learning is required. Common examples include food, water, and sexual activities. See also Conditioned Reinforcer.

Variable-Interval Schedule (VI) - a reinforcement schedule in which the first response that occurs after a specified period of time is reinforced. The time interval varies around an average value.

Variable-ratio Schedule (VR) – A reinforcement schedule in which the target response is reinforced on the average of a specified number of correct responses. Example: A behavior on a VR10 schedule would be reinforced on the average of every 10th correct response. Therefore, in a teaching or observation session, the behavior may be reinforced following the 2nd, 4th, 8th, 9th, 12th, 16th, and 19th correct responses.

Variable Time Schedule (VT): A schedule for the delivery of noncontingent stimuli in which the interval of time from one delivery to the next randomly varies around a given time. Example: Providing access to praise a VT 10 schedule would consist of praise being delivered on average every 10 minutes. Praise may be delivered following 2, 4, 8, 9, 12, 16, and 19 minutes.

Verbal reprimand – brief, immediate, firm statement contingent on the occurrence of a target behavior that specifies which behavior to stop, e.g., “No hitting”.

Visual Schedule: A structured schedule that consists of pictures, objects, or words to assist an individual in planning their day and anticipate what events or activities are next in a sequence.

Whole Interval Time Sampling – records the response when it is emitted throughout the entire interval i.e., on task behavior. This measurement is useful when it is important to know that the behavior is not interrupted. However, it tends to underestimate the occurrences of the behavior.

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