Subject Index

In this index, page references followed by "t" refer to tabular material, and those followed by "fig" refer to figures and other illustrations.

A-B-C analysis, illustrated, 189t, 188-193 A-B-Cs defined, 22-23 in operant conditioning, 26-30 ABA. See Applied Behavior Analysis ABAB design. See Withdrawal (return-tobaseline) design 65-66 Abative effect, illustrated, 312 Abulia, illustrated, 572-573, 635 Academic skills. See also Instructional generalization of, 431-432 personalized system of instruction (PSI) and, 266-269 programmed instruction (PI) and, 263-266 teaching by chaining, 292fig, 293fig, 294fig, 291-292 and unwanted behaviors, 551-552 Accuracy, in self-management, 224 Achievability, in goal selection, 60-61 Achievement Place program, maintenance in. 244-245 Across-behaviors (subjects) multiplebaseline design, illustrated, 171 Across-individuals (subjects) multiplebaseline design, illustrated, 170-171 Across-settings (subjects) multiplebaseline design, illustrated, 171-172 Activity reinforcers, illustrated, 93-92 Activity schedules illustrated, 546fig, 545-547 using effectively, 654t Activity table game, using, 579 Addictive behavior, and reinforcer choices, 476 behaviors **ADHD** Antecedents. See also Motivating

and data validity, 111-112, 135 medication and MOs, 315-316 medication and reinforcers, 464, 476, and reinforcement, 210fig, 209-211 Adjusting schedules, illustrated, 449-450 Adult learners, shaping and, 253–254 Advocacy, for developmentally disabled, Age, goal setting and, 64 Aggressive behavior antecedents of, 335 blocking and, 297 competition and, 473 extinction and, 564-566, 570 learning history and, 312–313 modeling and, 553 objectives example, 70 punishment and, 538-539, 602, 605-608, 619, 631, 634 response cost and timeout and, 608-609 response delay and, 416 Alternating-treatment (multi-element) advantages/disadvantages, 522-524 illustrated, 519fig-522fig, 519-522 principles of, 518fig, 517-518 summary table, 528t Alternative goals, inclusion in program, Alternative programs, referrals to, 57 Anecdotal assessments. See Indirect (anecdotal) assessments Antecedent control strategies illustrated, 541t, 539-540 summary table, 651t-656t and unwanted behavior. See Reducing

operations (MOs) and descriptive assessments, 188-189 and functional assessment, 195-196 modifying as intervention, 199-200 and operant learning, 29-30 prompting and, 343-349 in reducing unwanted behavior, 541t, 536-538, 547, 646 and stimulus change, 333-336 in stimulus control. See Stimulus control and three-term contingency, 22 Antisocial behaviors model selection and, 553 motivating operations for, 314-315 Applied Behavior Analysis (ABA) and behavior change, 7–10, 157-158, 664-666 defined, 4, 6 early evolution of, 4-5 and economic principles, 243 ethical/legal issues. See Ethical issues; Legal issues human values in, 667-668 major characteristics of, 6-10 operant classes and, 21-23 as profession, 10-13 typical analysis process, 14-18 Applied behavior analysts BACB® certification, 668-669 BACB® practice guidelines, 670-681 competence in client environment, 58, conflicts of interest and, 673-674 in organizational behavior management, 481-482, 665-666 professional criteria, 10-11 Arithmetic mean, and graphing, 160 Artificial reinforcers, in token systems, 242

Assessment. See also Functional behavior assessments (FBAs)	Backup reinforcers. See also Token systems	trends in, 152fig-153fig, 151-154, 159- 160
of intervention need, 53–55, 670–671	defined, 236	Behavior goals. See Goal selection
selecting for effectiveness, 676	selecting, 238–239, 240	Behavior intervention/improvement plans
in single-subject design, 160-161	Backward chaining	(BIPs)
test scores in, 59–60	advantages of, 298	components of successful, 201 <i>t</i> ,
of verbal repertoire, 397 <i>t</i>	defined, 283	201–202
Association for Behavior Analysis	illustrated, 284fig–285fig, 283–285	legal aspects of, 38–39
International (ABAI)	Bar graphs, illustrated, 144fig, 142–143	Behavior Support Plan–Quality
continuing education and, 672	BARS. See Behaviorally-anchored rating	Evaluation Guide (BSP-QE), findings
membership of, 12, 108	scale (BARS)	of, 201–202
Attention	Baselines. See also Withdrawal (return-to-	Behavioral analytic procedures
in functional analysis, 195–196	baseline) design	concerns about, 85–86
task analysis of, 291	defined, 132	defined, 23
Attention deficit hyperactivity disorder .	establishing, 162–164	Behavioral assessment
See ADHD	graphing of, 140–142, 151, 159-160	approval for, 679fig
Audio Reinforcement Reminder Tape	in multiple-baseline design. See	defined, 109fig, 109
(ARRT), as prompt, 45	Multiple-baseline design	illustrated, 106–108
Augmentative verbal communication	probing with, 164–168	in shaping, 255
methods, illustrated, 394–395	recording, 135–138	Behavioral contracts
Autism	Behavior	and goal selection, 65–66
assuring contextual fit, 39–40	contextually inappropriate behavior	illustrated, 215fig, 213–216
Behavioral Interventions in Autism	(CIB), 536	Behavioral contrast
Program, 665	defined, 20–21	and extinction, 566–567
client choice of reinforcers, 212	discrete, 117–118	illustrated, 473–474, 588–589
computer-assisted instruction and, 268	functions of, 182–183	and punishment, 635–636
delayed prompting and, 403	reducing. See Reducing behaviors	Behavioral cusps, illustrated, 55–56
discrete trial training and, 360–362	science of, 2–4	Behavioral dimensions
effectiveness of ABA in, 5	strengthening and expanding, 297–298	examples of, 69fig, 70fig, 67–68
evidence-based treatment and, 677 <i>n</i> ,	Behavior analysis	measuring, 116
677	components of, 109fig, 14–18, 36	Behavioral functions. See also Functional
imitation and, 364, 365	defined, 6	behavior assessments (FBAs)
peer-mediated interventions, 234, 368	principles and procedures, 21–23	illustrated, 182–183
stimulus overselectivity in, 347–348,	Behavior Analysis Certification Board	Behavioral Interventions in Autism
434	(BACB)	Program, 665
Autoclitic behavior, illustrated, 390	on continuing education, 671–672	Behavioral measures, selection of, 36
Automated recording systems, illustrated,	guidelines, 43, 67, 98, 109, 670	Behavioral momentum, establishing, 651t
133–135	on legal/ethical issues, 670-681	548–549
Automatic reinforcers	mission of, 668–669	Behavioral objectives
in behavior chains, 278	requirements of, 11	collaborative selection of, 34–35, 41
in functional analysis, 195-196	Behavior chains. See also Chaining	defined, 67
illustrated, 94, 183, 278, 624	defined, 271	developing, 678fig, 67-70
Aversive stimuli. See also Punishment	dimensions of, 276–278	and feedback, 483-484
defined, 625	illustrated, 272fig, 271–272	for generalization, 426fig, 425-426
habituation to, 637-638	social skills as, 291–294, 295	in goal-setting, 340
illustrated, 78-79, 90-90, 625-628	unwanted chains, 299t, 294-297	sample cases, 68–70
intrinsic and extrinsic, 627	Behavior change. See also Generalization;	selecting, 50fig
legal/ethical issues of, 83-84, 579-580,	Recording data	specifying and refining, 16
626	ABA and, 7-10, 157-158, 664-666	Behavioral packages
phobias, 252–253	aspects of, 151-154	defined, 481
primary and secondary, 90-90, 626-627	gradual nature of, 132	group. See Group contingencies
in program implementation, 490-491,	graphing, 138–151, 570	punishment-based, 628-631
579–580	interpreting data, 151–154	Behavioral principles, defined, 23
selecting, 641-642	monitoring, 143–151	Behavioral products, measuring, 115-116
Avoidance	and response generalization, 421–422,	Behavioral repertoires
contact desensitization and, 252-253	439	defined, 75
defined, 80	selecting methods, 35-38	expanded by cusps, 55-56
illustrated, 82fig, 80-81	self-recording and, 134-133, 437-438	shaping and, 254–255
	staff and program success, 495-496	using current, 280–282, 358–359
В	stimulus control utility, 333	verbal, 390

Behavioral technicians, as behavior recorders, 133–134	for determining intervention necessity, 58fig	strengthening and expanding, 297–298 Compliance
Behaviorally-anchored rating scale	for environment preparation, 47	and behavior governance, 356-358
(BARS), defined, 125	in indirect assessments, 184-186	of contingency managers, 492-493
Behaviorism, history of, 3	and program compliance, 45	and differential reinforcement, 543–544
Benefits, and goal selection, 63–64	program support strategies, 498fig	and fading, 408
Best practices, experimental design in,	as prompts, 55, 287–288	Component analyses, conducting, 524
156-157 Post 6t lines areating 152 160	Choice	Comprehension, stimulus control in,
Best–fit lines, creating, 152, 160 Beyond Freedom and Dignity (Skinner),	in reducing unwanted behavior, 549–550, 647–648	320–322 Computer-aided instruction (CAPSI),
679	of reinforcers, 212–213, 476, 549–550,	shaping and, 266–269
Biological variables, and behavior, 184	647–648	Computer-assisted instruction (CAI),
BIPs. See Behavior intervention/	Choral responding, learning rates and,	illustrated, 266–269
improvement plans (BIPs)	551–552	Concepts
Board Certified Assistant Behavior	CLASS (Contingencies for Learning	defined, 322
Analysts (BCaBAs)	Academic and Social Skills) program,	discrimination and, 322
data collection by, 133	533	Conceptual analysis of behavior, defined, 5
requirements, 668–669	Class-wide peer tutoring (CWPT),	Concurrent schedules
Board Certified Behavior Analysts	benefits of, 236	effects on responses, 443
(BCBAs), requirements, 668–669 Bonus response cost systems, illustrated,	Classical conditioning. <i>See</i> Respondent behavior/conditioning	illustrated, 517–524 Concurrent teaching method, using, 283,
602	Client rights. See also Legal issues	284–285
Bribery, compared to reinforcement, 86	protection of, 11, 67, 372–373, 490,	Conditional discriminations
Bringing Out the Best in People (Daniels),	674–676	components of, 323–324
37	to least restrictive procedures, 538	matching-to-sample methods, 324–328
Burn out, prevention of, 36	Clients	Conditioned motivating operations
	attitudes toward intervention, 11	(CMOs), illustrated, 312
C	as behavior recorders, 133–133, 151,	Conditioned responses (CRs), in
Cambridge Center for Behavioral Studies	186	respondent conditioning, 25–26
certification from, 12	comfort with physical guidance,	Conditioned stimuli (CSs)
mission of, 672	372–373 defined, 33	aversive, 627fig, 626–627 lightning example, 210
Case records, in assessment and goal	preparatory assessment of, 33	in respondent conditioning, 25–26
setting, 59–60	as reinforcement sources, 494	Confidentiality. See also Consent
Catch `Em Being Good Game, using, 578–579	reinforcer choices, 212–213, 647–648	maintaining, 675–676, 678–679
Certification, for ABA practitioners,	role in generalizing behavior, 437–439	Confounding variables, and experimental
10–11, 12, 668–669	Clinical significance, determining, 531	design, 157-158
Chaining. See also Behavior chains	Coercion	Consent, informed, 213-216, 239, 639-
backward chaining, 283-285, 298	and behavioral contracts, 213–216	640, 678–679
dimensions of, 276–278	and goal selection, 66–67	Consequences. See also Extinction;
effectively linking, 278–285	and group contingencies, 231	Punishment; Reinforcement
fading combined with, 289–290	Communication skills. <i>See also</i> Picture Exchange Communication System	and descriptive assessments, 188–189
forward chaining, 283	(PECS); Verbal behavior	functional, 180-181 in operant conditioning, 27–29
illustrated, 272fig, 271–272	and aggression, 537	selecting for intervention, 199–200
linking in, 275 <i>t</i> , 274–276 non-technical terms for, 43 <i>t</i>	augmentative verbal methods, 394–395	Constructional approach, setting goals in,
shaping combined with, 300 <i>t</i> , 289	facilitated, 676	16, 61–62
social skills as, 291–294, 295	functional approach to, 378-381	Constructive goals, illustrated, 61-62
summary of practices, 299t	generalization of, 426-427	Contact desensitization, illustrated,
supplementary reinforcement in,	shaping and, 251	252–253, 367
285–291	The Competent Learner Model, computer-	Context
unwanted chains, 299t, 294–297	assisted instruction program, 267–268	and behavioral objectives, 67
using current repertoires, 280–282	Competing reinforcers, and unwanted behaviors, 216–217, 561–562	and contingent reinforcement, 208–209 and extinction, 568–569
Changing-criterion design	Competition, response rates and, 472–473	in punishment, 646
advantages/disadvantages, 511–512 defined, 509	Complex behavior. See also Chaining;	Contextual fit
experimental control in, 511–514	Shaping; Task Analyses	and program maintenance, 481–482
illustrated, 510fig, 511fig, 509–511	behavior analysis of, 30	in program selection, 39–40
summary table, $528t$	modeling appropriately, 359, 370-371	Contextually inappropriate behavior
Checklists	reducing, 294–297, 299	(CIB), defined, 536

Contiuity, 3	Corporal punishment	advocacy for, 65-66
Contingencies	by parents, 639	chaining and, 283
analysis of current, 35	in school environments, 633	client choice of reinforcers, 212
competing, 216-217, 337	Correspondence training, and	goal selection for, 64
and contextual fit, 39-40	generalization, 430-431, 435-436	legal treatment guidelines, 537–538
and cusps, 55–56 defined, 27, 205	Cost effectiveness, and program evaluation, 532–533	matching-to-sample instruction, 325–326
and defined reinforcement, 73	Criteria, specifying, 67–68	reinforcement schedule influence, 441
and functional assessments, 199–200	Culture, organizational, 51	shaping and, 251
of simple discrimination, 319	Cumulative records	Differential observing responses (DOR),
unrecognized, 679–680	defined, 146	illustrated, 348–349
using multiple, 92–91	illustrated, 147fig-149fig, 146-148	Differential reinforcement of alternative
Contingency contracts, and goal selection,	_	behavior (DRA)
65–66	D	advantages/disadvantages, 579–580,
Contingency managers	Daily report card, illustrated, 214fig,	588
behavior recording by, 133–134, 133	212–214	combined with punishment, 640–641
defined, 38	Data	defined, 576
negative punishment concerns, 610–614	defined, 132	and extinction, 570fig, 570–571, 573
peers as, 233–236	in evidence-based practice, 159-160	and generalization, 431
physical guidance guidelines, 372–373	graphing. See Graphing data	illustrated, 582fig, 596t, 576–579
in program development and selection,	interpreting, 151–154	noncontingent reinforcement vs.,
39–46	Data collection. See also Recording data	560–561
promoting generalization, 437–439	in analysis process, 16–17	and reversal design, 164-165
reinforcement for, 489t, 44–46, 218–	measurement system characteristics,	for social skills, 293
219, 485–490	109–111	using effectively, 658t, 580–582
as reinforcer mediator, 103, 232–233,	Delay	Differential reinforcement of diminishing
560–562	contingent, 621	rates (DRDs)
supportive presence in implementation,	of gratification, 207–208	advantages/disadvantages, 592–593
481–482	of reinforcement, 458–459, 462	defined, 591
using extinction, 562–573	Delayed cuing. See Delayed prompting	illustrated, 592fig, 596t, 449, 591–592
using noncontingent reinforcement,	Delayed matching-to-sample, illustrated,	using effectively, 659 <i>t</i> , 594–595
558–562	324–325	Differential reinforcement (DR)
Contingency packages, defined, 227	Delayed prompting	compliance and, 543–544
Contingency-shaped behavior	advantages/disadvantages, 404	goal-setting and, 342–343
compliance and, 356–358	defined, 402	high-probability requests and, 548–549
*		- 1
defined, 356	illustrated, 404fig, 402–404	imitative behavior and, 363–365,
Contingent delay, in negative punishment,	using effectively, 499t, 404–405	553–554
621	Dependent group contingencies, 86	manding and, 386–387
Contingent effort	advantages/disadvantages, 231–232	of rates, 479 <i>t</i> , 503 <i>t</i> –504 <i>t</i> , 467–470
defined, 629	illustrated, 229–231	in stimulus control, 307–309, 319–320
illustrated, 629–631	Dependent variables	using effectively, 658 <i>t</i> –659 <i>t</i> , 309–312,
using, 648–649	defined, 508	580–582, 589–590, 595–597
Contingent observation, illustrated,	functional relations and, 159-160	Differential reinforcement of high rates
604–605	in single-subject experimental design,	(DRHs)
Continuing education, BACB on,	156–157	defined, 479t, 467
671–672	Deprivation	illustrated, 467–468
Continuous behaviors	in extinction, 564	in promoting high rates, 453, 466
defined, 120	and response deprivation hypothesis,	using effectively, 503t
measuring and recording, 120-125	98–97	Differential reinforcement of
Continuous reinforcement (CRF)	Derived relational responding (DRR), and	incompatible behavior (DRI)
defined, 217	language skills, 380	defined, 577
illustrated, 218	Descriptive assessments	DRA vs., 596t, 577–578
Contracts, behavioral, 65-66	advantages/disadvantages, 192–193	feedback as, 486
Contrived reinforcers, use of, 85	illustrated, 194fig, 188–193	Differential reinforcement of low rates
Control, defined, 304 <i>n</i> , 304–305	Desensitization treatments	(DRLs)
Control conditions, in functional	contact, 252–253, 367	advantages/disadvantages, 592–593
assessments, 195–196	illustrated, 628	defined, 479 <i>t</i> , 467, 590–591
Control variables, defined, 508	Determinism, and behavior, 3–4, 5	illustrated, 449, 469–470, 590–591
Coping models, characteristics of,	Developmental level, goal setting and, 64	using effectively, 504 <i>t</i> , 659 <i>t</i> , 594–595
368–369	Developmentally disabled clients	Differential reinforcement of other
	= - · · · · · · · · · · · · · · · · · ·	

hahanian (DDO)	:tti 250	f 407 400 506 507
behavior (DRO)	instructions as, 358	for program success, 497–498, 596–597
advantages/disadvantages, 587–589	modeling and, 363–364, 552–554	promoting generalization, 426–427,
defined, 582	motivating operations vs., 313	496–497
illustrated, 77	and prompting, 343–349	in reducing unwanted behaviors, 547-
momentary DRO, 583fig, 584-586	for punishment, 540	552, 555–556, 596–597, 609, 615
progressive DRO (DROP), 586–587	and stimulus change, 333–336	and stimulus, 23–25
and reversal design, 164-165	within analysis, 24–25	in stimulus change, 333–335
<u> </u>	· · · · · · · · · · · · · · · · · · ·	• .
using effectively, 658 <i>t</i> –659 <i>t</i> , 589–590	Distraction	Episodic severity (ES), assessing,
whole-interval, 582–586	as noncontingent reinforcement (NCR),	124–125
Differential reinforcement of paced	548	Equal-interval graphs, defined, 150
responding (DRP)	summary, 651t	Equivalence classes, in learning, 329–330
defined, 479t, 467	Duplies, and duplic training, 397t, 381	Errorless learning
illustrated, 469	Duration	defined, 411
using effectively, 503t	and episodic severity, 125	disadvantages of, 416–417
2	1	
Direct approach, illustrated, 62	of recording, 137	match-to-sample method, 326, 327
Direct Instruction (DI), features and	of response, 116	role of stimulus control, 333
benefits, 359–360	Duration recording	using fading in, 411–415
Disabilities legislation, strategy criteria,	and engagement, 118	Escape behavior
52–53	illustrated, 130 <i>t</i>	choice and, 549–550
Discipline, prevention and, 37–38	indices of agreement (IOAs) for, 128	defined, 80
Disclosure. See Confidentiality		illustrated, 82fig
Discrete behaviors, recording of, 117–118	F	punishment and, 538–539, 642
Discrete trial teaching (DTT), 393	E Company of the Comp	and timeout, 619–620
Discrete trial training (DTT), illustrated,	Echoics, and echoic training, 397 <i>t</i> ,	Escape extinction, illustrated, 577
E (),	381–382	1
360–361	Ecobehavioral assessment, illustrated,	Establishing operations (EOs)
Discriminated operants	191-193	illustrated, 312n, 30
defined, 302	Ecological soundness, and goal selection,	in reinforcer selection, 98–98
free operants vs., 361–362	64	Ethical issues
Discrimination	Edible reinforcers	and ABA scope, 11, 667–669, 671–672
and complex behaviors, 320–322	illustrated, 93-92	of applying aversive stimuli, 626
conditional, 323–328	satiation and, 209–211	BACB guidelines, 670–681
form, 345	Educational significance, determining,	of behavioral assessment, 98-103, 110,
of multiple stimuli, 319–331	531	201–202
precision in, 310–311		of behavioral objectives, 68, 424-425,
simple, 318–319	Effectiveness	536–538
in skill instruction, 302–303, 305,	comparing interventions, 516–517,	client rights, 11, 67, 372–373, 490,
	537–538, 676–677	674–676
310–311, 419–420	evidence of, 8–10, 676	
specifying, 67–68	motivating operations (MOs), 312–313	confidentiality, 675–676
Discriminative control. See Stimulus	of negative punishment, 609	conflicts of interest, 673-674
control	Elicited behavior	cultural values of clients, 51
Discriminative learning	defined, 26	of FBAs in schools, 201–202
defined, 208	and emitted behavior, 75	in goal selection, 63–67
response cost and, 609	Emergencies, as priority for intervention,	of human experimentation, 443
Discriminative stimuli for	55	of informed consent, 213–216, 239,
reinforcement(S ^{Dr} s)	Emitted behavior	639–640, 678–679
illustrated, 304–306		of multiple-baseline designs, 174–176
and multiple stimuli, 319–320	defined, 7	of physical guidance, 372–373
overgeneralization and, 421	and elicited behavior, 75	professional behavior, 10–11, 12, 56,
and unwanted behavior, 540	Emotional outbursts, negative punishment	1
*	and, 620–621	666–667, 668–669
Discriminative stimuli (S ^D s)	Empirical task analysis, defined, 280	of punishment, 600, 605, 610–614, 626,
in alternating-treatment design, 520–521	Environment	638
in behavior chaining, 276fig, 274–276,	in behavior improvement plans (BIPs),	of reinforcement, 23, 165-166, 471-472
286–289	201–202	of replacement behaviors, 196
classes of, 305fig, 306t, 304-306	defined, 23	terminology use, 42–43
combined with shaping, 259	ecobehavioral assessment, 191–193	of withdrawal design, 167–168
defined, 302	enrichment and extinction, 572–573	Evaluating
feedback as, 483	in evaluating program effectiveness, 531	of programs. See Program evaluation
identifying subtle, 321fig, 320–321,	modifications and behavior, 54	in self-management, 219
411–415	preparing supportive, 14–16, 33–47,	Event recording
illustrated, 29–30	555–556	characteristics of, 130 <i>t</i>
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	

illustrated, 117-118 Extrinsic aversive stimuli, defined, 627 Fluency. See Response fluency interobserver agreement (IOA) for, Food acceptance 127-128 shaping and, 251-252, 262 Evidence-based practices using distraction, 548 Facial screening, timeout procedure, 606 defined, 35 using response costs, 601, 608 Facilitated communication, evidence No Child Left Behind Act (NCLB) on, Forward chaining, defined, 283 issues, 676 Foundational skills, acquisition of, 62-63 Fading in program design, 669n, 35-36, Four-term contingency. See also combined with chaining, 262-263, 670-671 Conditional discriminations 289-290 Evocative effect, illustrated, 312 illustrated, 323-324 defined, 406 Evoked responses, defined, 26 Frames, illustrated, 264, 391 for errorless learning, 412fig, 413fig, Free operants Exclusionary timeout procedures, 411-415 illustrated, 605-606 defined, 361 illustrated, 263, 406-408 Exemplars and discrete trial training, 361-362 of modeling, 411 defined, 432 Freedom, and contingencies, 679–680 non-technical terms for, 43t and generalization, 432-433 Frequency using effectively, 499t-500t Experimental analysis of behavior. See of recording, 137 Familiarization, with clients and settings, also Functional analysis assessments of response, 116 33-35 defined, 108 Frequency recording. See Event recording Families importance of, 666, 670-671 Functional analysis assessments as behavior recorders, 133 Experimental control advantages/disadvantages, 194-195 contextual fit and, 39-40 and extinction, 567-568 and changing-criterion design, 511-514 punishment and, 639 demonstrating, 163-164 illustrated, 181t, 181-182, 193-194, and reinforcer selection, 95 Experimental design. See also specific 195-196 as social skill shapers, 291 Functional approach, to communication, design class Feedback myths about, 156-158 378-381 for contingency managers, 44-46, purpose of, 156-158 Functional behavior assessments (FBAs) 218-219, 438 Experimental significance, determining, before punishment procedure, 639 defined, 483 529-530 defined, 179 forms of, 485 External validity descriptive assessments, 188-193 in generalization, 424-425, 438 defined, 507-508 functional analysis, 193-196 in instructional programs, 263-269 determining, 529-532 indirect (anecdotal) assessments, maximizing effects of, 483-490 External variables, defined, 508 184-188 in program implementation, 485fig, Extinction 487fig, 488fig, 489t, 483-490 purposes of, 98, 179-180 and behavioral contrast, 473-474, and self-management, 222 sources of, 484-485 terminology, 181t 635-636 using effectively, 485-490 combined with other procedures, 569in tertiary prevention, 37 Feeding disorders, fading in, 408 571, 645-646 treatment development and, 196-202 Fidelity of implementation, 38–39, context in, 568-569, 571 for unwanted behaviors, 537 113-114 defined, 28, 562 Functional communication training (FCT) Fixed-interval (FI) schedules differential reinforcement vs., 579illustrated, 386-387, 395 advantages/disadvantages, 479t, 464 580 thinning in, 451 defined, 456 Functional consequences escape, 577 extinction and, 462-464 defined, 180-181 factors affecting, 563-564 fixed-time (FT) schedules vs., 456-457 and group contingencies, 232-233 illustrated, 180-181 performance consistency in, 461fig, interval-schedule variations and, Functional equivalence. See Stimulus 462fig, 460-462 462-464 equivalence rates of responding in, 459fig, 458-460 non-technical terms for, 43t Functional goals, illustrated, 62 using effectively, 502t properties of, 563-567 Functional reinforcers, and constructional Fixed-ratio (FR) schedules purposes of, 562-563 approach, 61-62 break-and-run pattern in, 444 ratio schedule variations and, 447-448 Functional relations. See also Program defined, 479t, 442 reinforcement sources in, 567-568 evaluation and performance consistency, 446fig, stimuli for, 29-30, 304-306 defined, 157 445-447 demonstrating, 159-160, 164-166 using effectively, 657t-658t, 567using effectively, 501t and experimental design, 157-158 Fixed-time (FT) schedules Extinction bursts, illustrated, 564-566 and verbal behavior, 380-381 defined, 479t, 456 Extra-stimulus prompting, in errorless Functional utility, and verbal behavior, fixed-interval (FI) schedules vs., learning, 415-416 456-457 Extraneous variables. See Unrelated Functionally Equivalent Replacement and noncontingent reinforcement, variables Goals (FERGs), example, 71

558-560

Functions	antecedent strategies for, 541t	Impulsivity, managing, 462–464, 469
of behavior, 182–183	in changing-criterion design, 513-514	Incidental teaching, illustrated, 385–386,
defined, 178	defined, 52	393, 434–435
of treatments, 36	as motivating operations, 339–340 participative selection of, 40, 492–493,	Inclusion timeout procedures, illustrated, 604–605
G	550	Increasing assistance prompting. See
Generalization. See also Stimulus	specifying and refining, 16, 257–258,	Minimum-to-maximum prompting
generalization	338–339, 341–342	Independent group contingencies,
advantages/disadvantages, 422–424	Good Behavior Game, illustrated,	illustrated, 227–228
assessing for, 423–424	594–595	Independent variables
contingency managers in, 437–439	Graduated guidance	defined, 508
	defined, 277	functional relations and, 159-160
crucial nature of skill, 419–420	illustrated, 410–411	in single-subject experimental design,
data assessment of, 439	Graduated prompting, illustrated, 499 <i>t</i> ,	156–158
environment in, 426–427	405	Indirect (anecdotal) assessments
fading and, 407–408	Graphing data	advantages, disadvantages, 184, 186-
inappropriate, 634–635	for baseline, 138–140	188
mapping, 426fig, 425–426	cumulative records, 149fig, 146–148	illustrated, 184-186, 185fig, 187t
mediation strategies for, 430–431	demonstrating functional relations,	Indirect approach, illustrated, 62
planning for, 67–68, 424–425	530fig, 159–160, 529–530	Individual education plans (IEPs)
programming common stimuli, 428–430	guidelines for, 140–142	and BIPs, 201–202
promoting, 500t, 496–497, 590,	monitoring behavior change with,	legal aspects of, 38–39, 52–53, 201–202
646–648	143–151, 570	Individualized programs, and tertiary
providing exemplars, 432–433	standard celeration charts, 150fig, 148,	prevention, 37–38
response, 421–423	150–151	Informed consent, issues of, 213–216,
setting goals and objectives for, 426fig,	Gratification, delay of, 207–208	239, 639–640, 678–679
425–426	Group contingencies	Instruction/telling procedure, illustrated,
suggesting to client, 427–428	advantages/disadvantages, 231–232	355–359
teaching sequentially, 436–437	case example, 232fig	Instructional demand
using indiscriminable contingencies,	defined, 227	compliance and, 357
435–436	extinction and, 232–233	effects on validity, 114
Generalized imitation, illustrated,	feedback and, 488–489	Instructional programs
364–365	goal-setting and, 340–343	Direct Instruction (DI), 359–360
Generalized reinforcers	token systems and, 236–245	
delivering, 209	types of, 227–231	discrete trial training (DTT), 360–362 Personalized system of instruction
development of, 93	Groups, observing behavior, 125–126	(PSI), 266–269, 452
Generative learning, programmed	Groups, observing behavior, 123–120	shaping and, 263–269
instruction (PI) and, 264–265		Instructions
Goal selection. See also Behavioral	Н	
objectives	Habituation	and reducing unwanted behavior, 540–544, 618
age and developmental level, 64	punishment and, 637–638	and response rates, 470–471
conflict prevention and resolution,	and reinforcement, 210fig, 209–211	Intensity, of response, 116
65–67	and stimulus change, 335	Interdependent group contingencies
constructive and functional goals, 54,	Headsprout Reading Basics Program	
60–62	goal setting in, 259fig, 259–260	advantages/disadvantages, 231–232 illustrated, 228–229, 594–595, 601
defining and refining, 57–60, 492–493	programmed instruction (PI) and,	Intermittent reinforcement. See also
determining severity of problem, 53–57	264–265	Reinforcement schedules
general considerations, 60-64	High-probability requests, using, 548-549	
legal mandates and, 52–53		defined, 217
organizational purpose and, 53, 55	I	illustrated, 218–219, 441 Internal validity, defined, 507
outside influences over, 56–57	Imitation	The state of the s
in self-management, 219, 223	development of, 363-365	International Sign Language, using, 394 Interobserver agreement (IOA),
in shaping, 493fig, 255–258, 259–262	imitative responding, 381, 403	calculating, 113, 126–128
Goal-setting	in punishment, 636	<u>e</u> , ,
in changing-criterion design, 513–514	reinforcement of, 371-372, 633	Interpreting data, factors and concerns,
defined, 338	Imitative responding, defined, 381	151–154 Interreinforcement intervals, and problem
for generalization, 426fig, 425–426	Implementation	behaviors, 464
illustrated, 375 <i>t</i> , 338–339	in analysis process, 17	Interresponse time (IRT), measuring and
participative, 492–493, 550	program. See Program implementation	recording, 130 <i>t</i> , 116, 119–120, 128
providing feedback, 486–488	of token systems, 241–244	2, , , ,
Goals		Interval schedules

advantages/disadvantages, 452-453	4, 55	illustrated, 466–467
behavioral contrast and, 473-474	,	using effectively, 503t
competition and, 472-473	L	Line graphs, illustrated, 141fig, 140–142
defined, 455	Labeled praise, illustrated, 207	Links
differential reinforcement of rates,	Language. See also Verbal behavior	choosing, 272–274
467–470	augmentative verbal communication,	defined, 271
discriminative stimuli with, 470–472	394–395, 403–404	dual function of, 274–276
extinction and, 462–464	derived relational responding (DRR)	reducing and/or blocking, 294-297
illustrated, 456–457	and, 380	Listener Behavior, 393-394
limited holds, 479t, 466–467	empowerment by manding, 386–387	Lists, in match-to-sample method,
maximizing reinforcement, 475-476	generalization and, 436–437	327–328
performance consistency in, 461fig,	natural language paradigm (NLP), 435	
462fig, 460–462	and participant cooperation, 41-43	M
promoting preferred rates, 465–466,	shaping in development, 252	Maintaining behavior. See Ratio
474–475	Latency, of response, 130t, 116, 119	schedules; Reinforcement schedules
rates of responding, 459fig, 458–460	Learned (conditioned) reinforcers. See	Maintenance of implementation
schedule interactions, 477–478	also Token systems	assuring, 44–46
selecting, 464	illustrated, 91	reinforcer mediators in, 103
using effectively, 502 <i>t</i> –504 <i>t</i> , 465–475 verbal behaviors and, 457–458	Learned helplessness. See Abulia	relapses and, 199-200
Interval time-sampling systems	Learning. See also Play	in withdrawal design, 164–165
humming example, 120–121	accidental, 560–561	Mands
interobserver agreement (IOA) for, 128	adult, 253–254	defined, 383
selecting method, 121–124	defined, 21 discriminative learning, 208, 609	illustrated, 383t, 383–384, 559
types of, 120–121	errorless. See Errorless learning	shaping in, 252 training, 397 <i>t</i> –398 <i>t</i> , 384–387, 395
Intervention. See also Graphing data;	generative, 264–265	Masochism, defined, 628
Program development and selection	operant, 26–30	Matching law, and ratio schedules, 449,
comparing effectiveness, 516–517,	and stimulus control, 302–303	475–476
537–538, 676–677	Learning histories	Matching-to-sample (MTS)
graphing, 159-160	and aversive stimuli, 642	defined, 324
maintenance and, 17–18	and habituation, 211	and errorless learning, 412–414
peer-mediated interventions, 234, 368	and motivating operations, 312–313,	illustrated, 324–326, 412–414
positive behavior interventions (PBIs),	314–315	teaching, 327fig, 374t, 326–328
539, 579–580	and secondary reinforcers, 92-91	Maximum-to-minimum prompting,
selecting, 58fig, 199–200, 670–671, 676	Legal issues	illustrated, 346
Intervention/treatment phase, in	of applying aversive stimuli, 626	Measurement. See also Recording data
withdrawal design, 164–166	client health and safety, 674-675	of permanent products, 115-116
Interviews, in indirect assessments, 186	of FBAs in schools, 201–202	scheduling, 135–138
Intraverbal relations, defined, 385	and goal selection, 53, 65	in shaping, 255
Intraverbals	of human experimentation, 443	system characteristics, 130t, 109–111
defined, 389	of informed consent, 213–216, 639–	of transitory behaviors, 116
illustrated, 389–390 training, 399 <i>t</i> , 390–393	640, 678–679	Measurement complexity, and validity,
Intrinsic aversive stimuli, defined, 627	malpractice, 668	115
Intrinsic motivation, and reinforcement,	of punishment procedures, 606–607,	Methylphenidate (Ritalin)
87–88	638	effects on motivating operations,
Introspection, technique of, 3	of response cost procedures, 600	315–316 and rainforcer affects, 464, 476
Ipsative data	of timeout procedures, 612–614 of token economies, 239–240	and reinforcer effects, 464, 476 Minimum-to-maximum prompting,
defined, 158	of unwanted behavior treatment,	illustrated, 345–346, 405
in evidence-based practice, 159-160	537–538	Mission
•	Legislation. See also Legal issues; Public	defined, 49
	policy	and goal selection, 53, 55
J	disabilities, 52–53	illustrated, 49–51
Job performance	on prosocial behavior, 179	Modeling. See also Chaining
feedback and. See Feedback	Level changes	advantages/disadvantages, 554
and group contingencies, 231-232	and data interpretation, 151, 159	avoiding complex behaviors, 43
punishment and, 46	in withdrawal design, 164-165	and behavior recording, 134-133
teaching by chaining, 292fig, 293fig,	The Life of the Bee, bee behavior, 378	choral responding and, 552
291–292	Limited holds (LHs)	for complex skills, 359, 370-371
Journal of Applied Behavior Analysis,	defined, 479t, 466	coping models, 368–369

defined, 362	advantages/disadvantages, 174-176	illustrated, 596t, 558-560
developing into discriminative stimuli,	example, 392fig	with interval schedules, 464
363–364	planning and implementing, 172-174	using effectively, 596t, 652t–653t,
enhancing effectiveness, 369-372, 553	using, 527 <i>t</i> –528 <i>t</i> , 168–171	561–562
in errorless learning, 415	validity and, 508	in withdrawal design, 163-166
fading of, 411	variations of, 170-172	Nonrestrictive procedures, restrictive
illustrated, 362–363, 578–579	Multiple-probe design	procedures vs., 538
non-technical terms for, $43t$	illustrated, 516fig, 515–517	Novelty, in reinforcer selection,101
of punishment, 636	principles of, 514–515	reverty, in reministed selection, for
in reducing unwanted behaviors, 552–	summary table, 528 <i>t</i>	
554, 578–582	Multiple-treatment interference, concerns	0
		Objectivity, in measurement, 110
reinforcement and, 209	with, 517	Observation. See also Descriptive
selecting model, 367–369		assessments
shaping and, 365	N	bias in, 115
summary of, 376t	Naming, and tacting, 387–388	contingent, 604–605
using effectively, 653 <i>t</i> –654 <i>t</i>	National Autism Center, work of, 677	of groups, 125–126
video modeling, 366–367, 432	National Research Council (NRC),	observer awareness and validity, 115
Modified Incidental Teaching Sessions	recommendations of, 179-180	observer drift, 129
(MITS), 394	Natural environment	in reinforcer selection, 95–96
Moment of transfer, in prompting, 402	goal setting and, 64	of social skills, 294fig, 292–293
Momentary DRO, illustrated, 596t,	incorporating prompts, 43–44	Observational bias, and validity, 115
584–586	and reinforcement maintenance,	Observer drift, correcting, 129
Momentary time sampling	103–104	Omission training. See Differential
example of, 120–121, 231	and timeouts, 615	reinforcement of other behavior (DRO)
illustrated, 130 <i>t</i> , 121–124, 128		Operant behavior/conditioning
and momentary DRO, 584–586	and token economies, 237–239	antecedents in, 29–30
Monitoring	Natural environment training (NET), 393	· · · · · · · · · · · · · · · · · · ·
in analysis process, 17–18	Natural language paradigm (NLP),	components of, 26–29
of behavior change, 143–151	illustrated, 435	Operant classes
for punishment procedures, 647	Natural reinforcement	defined, 22
* *	illustrated, 73–75	instruction-following as, 543
in self-management, 219	in token systems, 242	Operational definitions, defined, 134
Morningside Model of Generative	Negative practice	Operations, defined, 59
Instruction, graphing and, 352fig, 151	illustrated, 630–631	Ordinates, in graphing, 140–142
Motivating operations (MOs)	using effectively, 661t	Organizational behavior management
assessing, 397t	Negative punishment	generalization and, 496-497
contriving, 384–387	defined, 28, 600	role of applied behavior analyst,
and descriptive assessments, 192-193	disadvantages of, 610-614	481–482
discriminative stimuli vs., 313	effectiveness of, 609	Organizational culture, consideration of,
and extinction, 564	response cost, 600–602	51
and functional assessments, 195-196	timeouts. See Timeout procedures	Outcome recording, illustrated, 115–116
goals as, 339-340	and unwanted behavior, 538	Outcomes
illustrated, 30	Negative reinforcement	fidelity and, 38–39
in mand training, 384–387	advisability of, 83–84, 490–491	focusing on, 60
and punishment, 646	in functional analysis, 195–196	Overcorrection
in reinforcer selection, 98–98	illustrated, 247 <i>t</i> , 27, 78–80	illustrated, 629–630, 648–649
in stimulus control, 312–316	in program implementation, 490–491,	using effectively, $661t$
subclasses of, 314–316	1 0 1	
and unwanted behavior, 540	611	Overgeneralization, illustrated, 420–421
Motivating stimuli (S ^M)	punishment vs., 81–82	
contriving, 384–385	Negative reinforcement procedures,	P
•	illustrated, 79	Pacing schedules, defined, 469
illustrated, 313–314	Negative reinforcers, illustrated, 78-79	Parameters, defined, 75
and stimulus change, 333–336	Neutral stimuli (NS), and respondent	Parametric analyses
Motivation, intrinsic, 87–88	conditioning, 25–26	conducting, 524–525
Motor skills	No Child Left Behind Act (NCLB), on	defined, 523
physical guidance in chaining, 287–288	evidence-based interventions, 607	Parents. See also Contingency managers
shaping and, 251	Noncontingent reinforcement (NCR)	as behavior recorders, 133
Multi-element design. See Alternating-	advantages/disadvantages, 560-561	and corporal punishment, 639
treatment (multi-element) design	defined, 557n, 558	in program maintenance, 494
Multiple probes, issues with, 167-168	distraction as, 548	and unwanted behaviors, 547–548, 553
Multiple-baseline design	and extinction, 570–571	and unwanted behaviors, 547–546, 555

609-610 Positive Behavior Support Team (PBST), Professional requirements Partial-interval time sampling of ABA practitioners, 10-11, 12, 666function of, 37 characteristics of, 130t Positive behavioral support (PBS) 667, 668-669 illustrated, 120-124, 128 and BIP improvement, 201-202 BACB guidelines, 670-681 Participative goal-setting characteristics of, 16 Program development and selection. See illustrated, 492-493 Positive discriminative stimuli, illustrated, also Goal selection and unwanted behavior, 550 29-30 change methods selection, 35-38 Peer tutoring, benefits of, 233-236 Positive practice contextual fit and, 39-40 illustrated, 629-630 contingency manager role in, 41-44 and activity preferences, 98 reinforcing, 649 ensuring implementation, 44-46 evidence-based, 670-671 as contingency managers, 233-236 Positive punishment extinction and, 232-233 advantages of, 631-633 familiarization steps, 33-35 modeling of, 368, 636 aversive stimuli in, 625-628 following functional assessment, as reinforcement sources, 494-495 behavioral packages, 628-631 199-200 illustrated, 200fig relationship skill chaining, 292fig, combined with extinction, 645-646 293fig, 294fig, 291-292 defined, 28, 625 proven effectiveness of, 55 social behavior reporting of, 229 disadvantages of, 633-639 for response cost and timeout, 620-621 Percentage of opportunities, in event legal/ethical issues, 639-640 and treatment integrity, 38-39 recording, 118 and unwanted behavior, 538 Program evaluation Permanent products using effectively, 639-648 of alternating-treatment (multi-element) interobserver agreement (IOA) for, 127 Positive reinforcement design, 517-524 measuring and recording, 130t, 115-116 of changing-criterion design, 509-514 combined with negative, 83-84 Personal significance, determining, defined, 23, 624-625 component and parametric analyses, 530-531 feedback as, 486 526fig, 524-525 Personalized system of instruction (PSI) in generalization, 424-425 considerations of, 507-509 computer-aided, 266-269 illustrated, 80t, 27, 77-78, 579-580 cost effectiveness, 532-533 quality standards in, 452 increasing behavior with, 246t determining significance in, 529-532 shaping and, 266 Positive reinforcers, illustrated, 77-78, and generality, 533-534 Phase labels, in graphing, 141–142 for large groups, 532 82 - 83Philosophical concepts, of ABA, 3-5 Praise, as reinforcer, 207, 243, 487-488, of multiple-probe design, 514-517 selecting designs, 526fig, 525-526 Phobias 554 and respondent conditioning, 25-26 Precision teaching Program implementation shaping and, 251, 252-253 celeration charts in, 151, 349-352 fidelity of, 38-39, 113-114 video modeling and, 366-367 prompting in, 43-44, 482-483, 491-492 characteristics of, 349-352 Physical guidance defined, 349-350 providing feedback, 485fig, 487fig, defined, 372 Premack principle, and reinforcer 488fig, 489t, 483-490 supportive presence in, 481-482, 505 and shaping, 262 selection, 99-98 using effectively, 376t, 372-373 Preparation of environment, factors in, Program maintenance participative goal-setting, 492-493 Physiological variables, and behavior, 33-47 184, 337 Pretend play, as learning vehicle, 64 promoting generalization, 496-497 Picture Exchange Communication System Prevention programs, levels and prompting in, 491-492 examples, 37-38 reinforcement sources in, 493-496 (PECS)® characteristics of, 12, 46, 326, 395 Primary aversive stimuli, illustrated, supervisory support in, 505 generalization and, 213, 427 90-89, 626 Programmed instruction (PI), defined, 263 manding and tacting using, 386-387, Primary prevention, illustrated, 37 Progressive delay. See Delayed prompting 394-395, 676 Primary reinforcers Progressive DRD schedules, defined, 591-592 prompting in, 362 defined, 76 results analysis, 38-39, 171 illustrated, 90-89 Progressive DRO (DROP) schedules, Pivotal behaviors, illustrated, 55-56 Principles of behavior, defined, 23 illustrated, 586-587 Pivotal Response Training, 42 Progressive-ratio (PR) schedules Planned Activity Check (PLA-Check), for progress analysis, 174-175 defined, 442-443 in withdrawal design, 163, 167-168 illustrated, 449-450 illustrated, 126 Planned ignoring, timeout procedure, 604 Problem prevention, establishing Prompt dependence and delayed prompting, 402-405 Planned reinforcement, illustrated, 73-75 methods, 36 Plateaus, in shaping, 258-259 Procedural fidelity, ensuring, 38–39, 43 illustrated, 346-349, 362, 401-402 and stimulus fading, 406-411 Procedures. See also Reinforcement games as tools, 578-579, 594-595 procedures Prompting. See also Fading; Modeling; as learning vehicle, 64 defined, 27 Physical guidance Positive behavior interventions (PBIs), summary of reductive, 600t activity schedules, 546fig, 545-547 benefits of, 539, 579-580 Process Consultation Model, 41-42 in behavior chaining, 286-289

by "telling", 355–359	294fig, 292–293	in, 608–609
choosing effective prompts, 343–344	Ratio schedules	rules and instructions in, 540–544
complexity of prompts, 344–346	advantages of, 448	social stories in, 554–555
correcting for overselectivity, 346–349,	defined, 479 <i>t</i> , 442	summary of procedures, 651 <i>t</i> –662 <i>t</i>
409–410	disadvantages of, 452–453	targeting, 536–538
defined, 343	illustrated, 442–443	in token systems, 244
delayed, 499t, 402–405	and performance consistency, 445–448	Referrals, to alternative programs, 57
echoics, 381	prior to extinction, 451–452	Reflexive motivating operations,
in generalization, 424–425	promoting high rates with, 453	illustrated, 314
graduated, 499 <i>t</i> , 405	rates of responding, 445fig, 444–445,	Reinforcement. See also Feedback;
illustrated, 375 <i>t</i> –376 <i>t</i> , 343	453	Shaping; Token systems
and implementation success, 43–44,	selecting, 448–449	in behavior chaining, 274–276, 283–
482–483, 491–492	thinning in, 449–451	286, 285–291, 297–299
maximum-to-minimum, 346	using effectively, 501t, 448–452	and behavior monitoring, 143–151
minimum-to-maximum, 345–346, 405	Ratio strain	choice in, 549–550, 647–648
modeling in, 362–372, 552–554	defined, 445	and coercion, 66–67
in programmed instruction (PI),	and diminishing performance, 452	concerns with, 84–87
265–266	during thinning, 449–451	contextual factors, 208–209
prompt dependence, 346–349, 362,	illustrated, 444–445	defined, 27
401–402, 406–411	Rational task analysis, illustrated, 272	differential. See Differential
for reducing behavior, 540–547	Reactivity, and data validity, 111–112,	reinforcement (DR)
and replacement behaviors, 196	135	in diverse circumstances, 213–216
time-delay procedures and, 290–291	Recalibration, of observers, 129	in functional assessments, 195–196
within-stimulus, 412	Recording data. See also Graphing data	and functions of behavior, 182–183
Proprioceptive cues, and physical	automated systems, 133–135	and goal-setting, 342–343
guidance, 373	behavior recorders, 133–133, 196	group. See Group contingencies
Prosocial behaviors	duration recording, 118, 128	illustrated, 80 <i>t</i>
and positive behavior interventions, 539	episodic severity (ES), 124–125	inadvertent, 217
public policy on, 179	event recording, 117–118	learned helplessness and, 572–573
Public policy	group behaviors, 125–126	and manding, 382–387
and enriched environments, 573	interresponse time (IRT), 119–120, 128	maximizing, 475–476
on positive interventions, 539	interval time-sampling, 120–124	natural vs. planned, 73–75
on prosocial behavior, 179	methods summary, 130t	negative. See Negative reinforcement
Punishment	permanent products, 115–116, 127	neurobiology of, 16
avoidance of, 179	for reductive procedures, 620, 647	non-technical terms for, 43t
differential reinforcement vs., 595	scheduling, 135–138	noncontingent reinforcement (NCR), 165–166
guidelines for using, 678fig, 538	for token systems, 240	
illustrated, 28–29, 81–82	Redirection	ongoing, 36, 493–496
and job performance, 46 maintaining effects of, 646–648	illustrated, 545	positive. See Positive reinforcement
negative effects of, 227, 538–539, 609,	summary, 651 <i>t</i> Reducing behaviors. <i>See also specific</i>	in program maintenance, 493–496 and punishment, 645–646
633–639	procedure	punishment vs., 678fig, 81–82
negative. See Negative punishment	activity schedules in, 546fig, 545–547	and reversal design, 164-165
overuse of, 637–638	complex behavior, 294–297, 299	of rule-following, 543
positive . See Positive punishment	differential reinforcement in. See	schedules. See Reinforcement schedules
positive methods vs., 536–538, 579–580		in Skinner's approach to verbal
and stimulus change failure, 337–338	Differential reinforcement (DR) extinction in. See Extinction	behavior, 379–381
summary, $661t$ – $662t$	and generalization, 431	social facilitation and, 472
Punishment procedures, defined, 599–600	longterm effects, 594–595	soliciting, 438
Pyramid Educational Consultants,	modeling and, 552–554	terminology issues, 82–83
certification from, 12	noncontingent reinforcement and,	thinning in schedules, 449–451
cerunication nom, 12	558–562	and unwanted behavior, 442, 451–452
0	procedures comparison, 596t, 596–	Reinforcement procedures
Q	597	illustrated, 76–77
Quality control, inspectors as recorders,	prompting in, 401–402, 540–547	in self-management, 219
133	ratio schedules in, 451–452	Reinforcement schedules. See also
	redirecting in, 545	specific schedule type
R	reinforcing environment in, 547–552,	choosing, 479t, 217–219
Rate of criterion level, illustrated, 67–68	596–597	defined, 217
Rating scales, for social skills, 293fig,	response cost and timeout effectiveness	functions of 441–442

maintaining generalization and, lightning example, 210 and unwanted behavior, 540 428-430 Response cards, learning rates and, Safety programs time-based, 558-562 551-552 behavioral, 52, 233 Reinforcer Assessment for Individuals Response costs and tertiary prevention, 38 with Severe Disabilities (RAISD), 94 advantages/disadvantages, 608-612 Reinforcer menus, defined, 96 defined, 600 for progress analysis, 174-175 Reinforcer preference assessments illustrated, 600-602 time-sampling systems, 120-124 (RPAs), illustrated, 96-95 magnitude of, 616-618 Satiation non-technical terms for, 43t and extinction, 564 Reinforcers aversive stimuli as, 627-628 and reinforcement, 211-212 illustrated, 211fig, 209-211 backup, 236, 238-239, 240 using effectively, 660t, 614-621 negative practice and, 631 classes of, 93-92 Response delay, illustrated, 415-416 non-technical terms for, 43t client choice in, 212-213, 647-648 Response deprivation hypothesis (RDH), and noncontingent reinforcement, 560 competing, 216-217, 337, 561-562 and reinforcer selection, 98-98 reinforcer variety and,100-99 contrived, 85 Response effort, and unwanted behavior, Scalloping patterns, defined, 456 and cusps, 55-56 652t, 550-551 Scatter Plot analysis defined, 75 Response fluency characteristics of, 190t, 191 functional, 61-62 defined, 349 for identifying stimuli, 321fig, 320-321 generalized, 93 in generalization, 425, 431-432 Schedules of reinforcement . See identification of, 16 and precision teaching, 351fig, 352fig, Reinforcement schedules praise as, 207, 243, 547-548 349-352 Scheduling, non-technical terms for, 43t primary, 76, 90-89 School environment Response generalization quantity of, 209-212, 242-243 advantages/disadvantages, 423 corporal punishment in, 633 reinforcement procedures vs., 76-77 defined, 421 enrichment of, 573 and response cost, 211-212 illustrated, 421-422 individual education plans (IEPs), response deprivation and, 98-98 Response induction. See Response 201-202 rewards vs., 76 overcorrection in, 630 generalization sampling, 101-103 Responses. See also Differential problem behavior in, 547-548, 551, secondary, 91, 92-91, 274-276 reinforcement (DR); Links; Ratio 555-556, 568, 606 selecting, 102fig, 94-104, 205-206, 256 schedules reinforcing, 555-556 in self-management, 219-225 affected by punishment, 633-635 restrictive procedures in, 610-611 in shaping, 255-256 dimensions of, 116 Science and Human Behavior (Skinner), rate of, 459fig, 151, 444-445, 448-449, soliciting, 438 249 458-460, 466-467, 470-472 supplementary, 206-207, 224-225 Scientific method timing of delivery, 206-208 in respondent conditioning, 25-26 and ABA, 6-7 variety in, 100-102, 212-213 response classes, 176, 358, 361 defined, 5 Relapses, factors in, 199-200 Restrained timeout procedures S^{Dp}, illustrated, 304–306, 309, 335–336 Reliability. See also Interobserver illustrated, 607-608 Seclusion timeout procedures agreement (IOA); Measurement; safeguards for use, 615fig, 613-614 illustrated, 606-607 Recording data Restrictive procedures, nonrestrictive legal/ethical issues, 612-614 safeguards for use, 615fig, 613-614 in measurement, 110, 267 procedures vs., 678fig, 538 reporting data, 128-130, 196 Secondary aversive stimuli, illustrated, Resurgence, in extinction, 566, 635 selecting measures, 112-113, 120, 125 91-90, 626-627 Return-to-baseline design. See in self-recording, 134 Withdrawal (return-to-baseline) design Secondary prevention, illustrated, 37 Reversal design. See Withdrawal (return-Secondary reinforcers Repertoires assessment for shaping, 254-255 to-baseline) design development of, 92-91 using current, 280-282, 358-359 Rewards, reinforcers vs., 76 feedback as, 486 verbal, 390 Ritalin (methylphenidate), effects on illustrated, 91, 274-276, 486 Replacement behaviors motivating operations, 315-316 Self-esteem, and punishment, 637 modeling and, 554 Rule-governed behaviors. See Verbally-Self-injurious behavior (SIB) selecting, 196-198, 580-581 governed behavior biological factors in, 184 Replacement goals, illustrated, 63, 71 facial screening and, 606 Rules Required relaxation, timeout procedure, importance in extinction, 569 illustrated, 163 607 and negative punishment use, 619fig, punishment and, 631-632 Research reinforcement and, 79, 195 setting appropriate, 540-544 ethical documentation, 672-673 stimulus change and, 334 role in ABA, 6-7 timeout cautions, 619-620 Resources, consideration of, 57 using alternating-treatment design, 519, Respondent behavior/conditioning 521-522 S-deltas (S[∆]) components of, 25-26 using SIBIS, 648 illustrated, 304-306, 309, 335

Self-management components of, 219	requirements of, 160-161 sequence effects in, 525, 529	stimulus classes, 23–25 stimulus control, 29–30
and generalization, 437–439 illustrated, 219–222, 437–439, 664–665	summary table, 527 <i>t</i> –528 <i>t</i> validity and, 508	verbal. <i>See</i> Verbal behavior Stimulus change
methods in, 222–225, 437–439	Skill cards, defined, 292	advantages/disadvantages, 336-337
Self-modeling, illustrated, 367	Smoking abstinence, reinforcement	defined, 333
Self-monitoring, uses and issues, 219,	example, 77	failure of, 337–338
223–224	Social facilitation, and response rates, 472	illustrated, 375t, 333–336
Self-recording behavior change and, 134–133	Social reinforcers. <i>See also</i> Peers and group contingencies, 231	non-technical terms for, 43 <i>t</i> redirection, 545
and generalization support, 437–438	illustrated, 93–92	and unwanted behavior, 540
Sensitivity, in measurement, 109, 135	and timeouts, 603–604	Stimulus classes, illustrated, 23–25, 325
Separation anxiety disorder, DRO in, 584	and token systems, 243	Stimulus control. See also Conditional
Sequence effects	Social significance, determining,	discriminations; Differential
in alternating-treatment design, 523–524 defined, 517	530–531 Social skills	reinforcement (DR); Prompting by complex stimuli, 320–322
in single-subject design, 525, 529	chaining and, 231–294, 295	defined, 29, 302
Sequencing method, illustrated, 320	identifying deficits, 294fig, 292–293,	differential reinforcement in, 374 <i>t</i> ,
Setting events (SEs)	294	309–312
and descriptive assessments, 188–191	importance of, 291	essential nature of, 302–304 illustrated, 307–309
illustrated, 312 <i>n</i> , 30 Shaping	shaping and, 251–252 task analysis in, 292 <i>fig</i> , 291–292	maintaining, 416
of animal behavior, 258 <i>n</i> , 253, 254	using effectively, 656t	methods of identifying stimuli, 321 <i>fig</i> .
combined with chaining, 300 <i>t</i> , 289	Social stories	320–321
computer-aided instruction and,	in combined interventions, 554–555	modeling in, 362–372
266–269	using effectively, 655t	motivating operations (MOs) in,
defined, 249–250	Social validity, determining, 531–532	312–316
as echoic training, 381–382	Specific praise, illustrated, 207	multiple stimuli and, 321fig, 319-320
fading combined with, 262–263	Speech	overselectivity and dependence, 346-
goal setting in, 493fig, 256-262	augmentative verbal communication,	349, 434–435
illustrated, 250-253, 423	394–395	precision teaching in, 349-352
modeling and, 365	providing exemplars for, 432–433	prompting in. See Prompting
non-technical terms for, 43t	Spontaneous recovery, in extinction, 566	with simple discriminations, 318–319
personalized system of instruction (PSI)	S+	strong or weak, 333, 337
and, 266–269	discrimination and generalization, 420	terminology for, 305fig, 306t, 304–306
physical guidance combined with, 262	illustrated, 305fig, 306t, 305–306	transferring and expanding, 499t–500t
planning steps, 254–257	Standard celeration charts	See also Fading; Prompting
programmed instruction (PI) and, 263–266	characteristics of, 150fig defined, 150	and verbal behavior, 390–393 Stimulus discrimination, illustrated,
recording, 154	illustrated, 351fig, 148, 150–151,	29–30
selecting steps, 257–259	349–352	Stimulus equalization, in errorless
Sign language	in precision teaching, 351fig, 349–352	learning, 414
teaching, 403–404	Standardized tests, as assessment tools,	Stimulus equivalence
using, 394, 395	53–54, 59–60	equivalence classes, 329–330
Significance	Stereotypy	illustrated, 328–329
clinical, 531	defined, 78	Stimulus fading. See Fading
educational, 531	punishment and, 630, 631	Stimulus generalization
experimental, 529-530	withdrawal treatment design, 164-165,	advantages/disadvantages, 422-423
personal and social, 530-531	409	defined, 420
Significant others, in reinforcement, 95,	Stimuli. See also Motivating operations	illustrated, 29–30
103	(MOs)	non-technical terms for, 43 <i>t</i>
Simple discrimination contingencies,	aversive stimuli. See Aversive stimuli	and overgeneralization, 420–421
illustrated, 319	consequential, 306t	Stimulus overdependence, in prompting 346–349
Simple stimulus control, illustrated, 318–319	defined, 23 discriminative, 29–30, 259, 274–276,	Stimulus overselectivity
Simultaneous matching-to-sample,	286–289, 304–306	in prompting, 346–349, 409–410
illustrated, 324–325	evolution into reinforcers, 90–91	variable-ratio reinforcement and, 448
Single-subject experimental design	neutral, 25–26	Stimulus-stimulus pairing, and verbal
advantages of, 158–160	proprioceptive cues as, 373	behavior, 382
function of 157-158	in respondent conditioning, 25–26	Strategic plans. See also Goal selection

defined, 50, 51	shaping and chaining summary, 300t	maintaining performance, 244-245
Structuralism, history of, 3	shaping in. See Shaping	reducing behaviors within, 244
Student Success Team (SST), function	social skills by chaining, 293–294, 295	Tokens
of, 37	teaching and prompting summary,	defined, 93
Stuttering, self-recording of, 133	374 <i>t</i> –376 <i>t</i>	selecting, 241fig, 240–241
Sub-goals	treatment integrity and, 40	as supplementary reinforcers, 207, 220
defined, 338	use of daily report card, 214fig, 213–214	**
	2 1 , , , ,	Topography
illustrated, 339fig, 338–339	using matching-to-sample, 326–330,	defined, 116
Subjective measures, defined, 110	412–414	illustrated, 183, 378
Successive approximations. See also	verbal behavior summary, 397t–399t	Total teaching method, using, 283,
Shaping	Team approach. See also Contingency	284–285
defined, 249	managers	Transitive conditioned motivating
programmed instruction (PI) and,	giving credit in, 672–673	operations (CMO-Ts), illustrated,
263–266	importance to success, 34–38, 46	313–314
Supervision, program support and, 57,	Telling procedure. See Instruction/telling	Transitory behaviors
495–496, 505	procedure	defined, 116
Supplementary reinforcers, illustrated,	Terminology	recording discrete behaviors, 117-124
206–207, 224–225	avoiding jargon, 42–43	Treasure Box, reinforcer choice and,
Support for program	everyday terms for technical, 43t	212–213
contingency managers and, 44–46,	of experimental analysis, 508	Treatment drift, handling of, 114
481–482, 505	for functional assessments, 181t	Treatment integrity
importance of, 14-16, 56	reinforcement ambiguity, 82-83	ensuring, 38–39
obtaining, 33–35, 56	for stimulus control, 305fig, 306t,	measuring, 113–114
Surrogate motivating operations,	304–306	Treatment utility of assessment,
illustrated, 314	Tertiary prevention, illustrated, 37–38	consideration of, 110–111
Surveillance, and accuracy, 224	Test scores, in assessment and goal	Trendlines, creating, 152, 160
Surveys, in reinforcer selection, 94–93,	setting, 59–60	Trends
104	Tests, in reinforcer selection, 94–93	analyzing, 530fig, 529–530
Systematic replication, and generality,	Thinning of reinforcers, strategies for,	in behavioral change, 152fig–153fig,
533–534	449–451, 463–464, 560–561, 643–644	152–154, 159-160
333 334	Three-term contingency	in withdrawal design, 164–165
m	defined, 22	Trials to criterion, defined, 117
T	in stimulus control, 307 <i>t</i> , 308 <i>t</i> , 307–309	mais to enterion, defined, 117
Tacts	Time sampling systems. See Interval time-	
defined, 387	sampling systems. See Interval time-	U
illustrated, 387–388		Unchaining
training, 398t, 388–389	Time-based schedules, reducing unwanted behaviors with, 558–562	defined, 296
Tangible reinforcers, illustrated, 93–92		illustrated, 296fig, 294–297
Target behavior, defined, 57	Time-delay procedures, prompting and,	Unconditioned motivating operations
Task analyses	290–291	(UMOs), illustrated, 312
analyzing task, 279t, 278–279	Time-delayed prompting. See Delayed	Unconditioned reinforcers. See Primary
in behavior chaining, 273fig, 274fig,	prompting	reinforcers
272–274, 278–282	Time-series statistical analyses, using,	Unconditioned respondent behaviors,
examples, 279t, 280fig, 484t	529–530	illustrated, 25–26
validating analysis, 278–282	Timeout procedures	Unconditioned responses (URs), in
Teaching. See also Instruction/telling	advantages/disadvantages, 608-614	respondent conditioning, 25-26
procedure	defined, 603	Unconditioned stimuli (USs)
augmentative verbal methods, 394–395	exclusionary, 605-606	aversive, 626
concurrent teaching method, 283,	inclusion, 604–605	lightning example, 210
284–285		ngiuning example, 210
conversational skills, 426–427	legal/ethical issues, 612–614	
		in respondent conditioning, 25-26
,	legal/ethical issues, 612-614	in respondent conditioning, 25–26 Unit of analysis, for behavior recording,
and data recording, 133	legal/ethical issues, 612–614 magnitude in, 616–618	in respondent conditioning, 25–26 Unit of analysis, for behavior recording, 137–138
and data recording, 133 defined, 21	legal/ethical issues, 612–614 magnitude in, 616–618 non-technical terms for, 43 <i>t</i>	in respondent conditioning, 25–26 Unit of analysis, for behavior recording, 137–138 United States Department of Education
and data recording, 133 defined, 21 equivalence classes in, 328–330	legal/ethical issues, 612–614 magnitude in, 616–618 non-technical terms for, 43 <i>t</i> restrained, 607–608	in respondent conditioning, 25–26 Unit of analysis, for behavior recording, 137–138 United States Department of Education evidence-based practices and, 158
and data recording, 133 defined, 21 equivalence classes in, 328–330 for generalization, 433–435, 436–437	legal/ethical issues, 612–614 magnitude in, 616–618 non-technical terms for, 43 <i>t</i> restrained, 607–608 seclusion, 606–607	in respondent conditioning, 25–26 Unit of analysis, for behavior recording, 137–138 United States Department of Education evidence-based practices and, 158 on restrictive procedures, 610
and data recording, 133 defined, 21 equivalence classes in, 328–330 for generalization, 433–435, 436–437 incidental, 385–386, 434–435	legal/ethical issues, 612–614 magnitude in, 616–618 non-technical terms for, 43 <i>t</i> restrained, 607–608 seclusion, 606–607 using effectively, 660 <i>t</i> , 614–621	in respondent conditioning, 25–26 Unit of analysis, for behavior recording, 137–138 United States Department of Education evidence-based practices and, 158 on restrictive procedures, 610 United States National Institutes of Healt
and data recording, 133 defined, 21 equivalence classes in, 328–330 for generalization, 433–435, 436–437 incidental, 385–386, 434–435 noncontingent reinforcement and, 559	legal/ethical issues, 612–614 magnitude in, 616–618 non-technical terms for, 43 <i>t</i> restrained, 607–608 seclusion, 606–607 using effectively, 660 <i>t</i> , 614–621 Token systems advantages, 237–239	in respondent conditioning, 25–26 Unit of analysis, for behavior recording, 137–138 United States Department of Education evidence-based practices and, 158 on restrictive procedures, 610 United States National Institutes of Healt (NIH)
and data recording, 133 defined, 21 equivalence classes in, 328–330 for generalization, 433–435, 436–437 incidental, 385–386, 434–435 noncontingent reinforcement and, 559 peer tutoring, 233–236	legal/ethical issues, 612–614 magnitude in, 616–618 non-technical terms for, 43 <i>t</i> restrained, 607–608 seclusion, 606–607 using effectively, 660 <i>t</i> , 614–621 Token systems advantages, 237–239 defined, 236	in respondent conditioning, 25–26 Unit of analysis, for behavior recording, 137–138 United States Department of Education evidence-based practices and, 158 on restrictive procedures, 610 United States National Institutes of Healt (NIH) recommendations of, 179
and data recording, 133 defined, 21 equivalence classes in, 328–330 for generalization, 433–435, 436–437 incidental, 385–386, 434–435 noncontingent reinforcement and, 559 peer tutoring, 233–236 precision teaching, 351fig, 352fig, 151,	legal/ethical issues, 612–614 magnitude in, 616–618 non-technical terms for, 43t restrained, 607–608 seclusion, 606–607 using effectively, 660t, 614–621 Token systems advantages, 237–239 defined, 236 designing and implementing, 239–244	in respondent conditioning, 25–26 Unit of analysis, for behavior recording, 137–138 United States Department of Education evidence-based practices and, 158 on restrictive procedures, 610 United States National Institutes of Healt (NIH) recommendations of, 179 use of FBAs, 181-182
and data recording, 133 defined, 21 equivalence classes in, 328–330 for generalization, 433–435, 436–437 incidental, 385–386, 434–435 noncontingent reinforcement and, 559 peer tutoring, 233–236	legal/ethical issues, 612–614 magnitude in, 616–618 non-technical terms for, 43 <i>t</i> restrained, 607–608 seclusion, 606–607 using effectively, 660 <i>t</i> , 614–621 Token systems advantages, 237–239 defined, 236	in respondent conditioning, 25–26 Unit of analysis, for behavior recording, 137–138 United States Department of Education evidence-based practices and, 158 on restrictive procedures, 610 United States National Institutes of Healt (NIH) recommendations of, 179

U.S. Occupational Safety and Health Administration (OSHA), on behavioral safety, 233

Validity. See also Program evaluation; Sequence effects factors influencing, 114-115 in measurement, 110, 135-138, 196 of program, 507-508 selecting measures, 111–112 of self-recording behavior, 134-133 social, 531-532 Variability and data interpretation, 152-154, 157-159 in withdrawal design, 164-165 Variable-interval (VI) schedules advantages/disadvantages, 479t, 464 defined, 457 extinction and, 462-464 illustrated, 457 performance consistency in, 461fig, 462fig, 460-462 rates of responding in, 459fig, 458-460 using effectively, 503t Variable-momentary differential reinforcement-of-other-behavior (VM DRO) schedule, 585-586 Variable-ratio (VR) schedules defined, 442 and performance consistency, 446fig, 445-447 using effectively, 501t Variable-time (VT) schedules, and noncontingent reinforcement, 558-560

Variables defined, 508 dependent, 156-157, 159-160, 508 independent, 156-157, 159-160, 508 unrelated, 157-158 in verbal behavior, 380 Verbal behavior consequential conditions, 380 controlling antecedent variables, 380 defined, 378 duplies and training, 381 echoics and training, 381-382 effects on schedule responses, 443, functional approach to, 379-381 intraverbals and training, 399t, 389-393 mands and training, 397t-398t, 382-387, 395 tacts and training, 398t, 387-389 teaching, 397t-399t Verbal Behavior (Skinner), functional approach in, 379 Verbally-governed behavior compliance and, 356-358 defined, 356 Vertical-phase change lines, in graphing, 141-142 Video modeling, using, 366-367, 432 Video recording behavior recording by, 133-134 and reactivity, 112 in sampling systems, 120

Virginia Strategic Plan for Pedestrian

Safety (2005-2010), 51

Voluntariness, and goal selection, 66-67

Whole-interval DRO, illustrated, 596t, 582-586 Whole-interval time sampling characteristics of, 130t illustrated, 120-124, 128 Whole-task teaching method, using, 283, 284-285 Withdrawal (return-to-baseline) design advantages/disadvantages, 166-168, examples, 164fig-165fig, 164-165 foundation of, 161-162 selecting and using, 527t, 162-166 true reversal design, 164-165 variations of, 166 Within-stimulus prompting, and errorless learning, 412 Workplace safety, positive reinforcement

and, 78 Wyatt vs. Stickney case, and client

privileges, 239-240, 612, 674

X-axis, in graphing, 140-142

Y-axis, in graphing, 140-142

Zone system, illustrated, 125-126