

Glossary



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Activity Reinforcer:

Activity reinforcers are opportunities to participate in preferred events, and privileges

Age-appropriate:

A term that indicates what is useful and suitable to persons of a particular age

Baseline:

The level of a particular behavior before it is changed

Behavior:

A behavior is any action of an individual

Chaining:

The linking of simple behaviors into a habitual series of behaviors

Consequences:

They are what happens following the behavior. Consequences are called reinforcing when they increase a desired behavior and punishing when they decrease an undesired behavior

Continuous Reinforcement:

The reinforcement of every desired response

Contracts:

Placing contingencies for reinforcement into a written document which is agreed to and signed by the student and teacher

Exclusionary Time Out:

Removing the student from the reinforcing activity to a designated area

Extrinsic Reinforcement:

Reinforcement that is given by outside variables, these are usually contrived

Fading:

The gradual removal of a prompt or other help or cue for responding

Frequency:

How often a behavior occurs

Frequency of reinforcement:

How often reinforcement occurs

Incompatible Behavior:

A behavior that cannot be performed at the same time as the inappropriate behavior

Intermittent reinforcement:

Reinforcement that does not follow every response, only some responses are reinforced

Intrinsic reinforcement:

Reinforcement that is controlled by internal or natural consequences the behavior itself produces

Isolation Time Out:

The most extreme form of time out and should only be used where there is appropriate timeout facility, supervision, and district policy is implemented

Model:

Others and/or a product of behavior that others try to reproduce/imitate a behavior

Non-exclusionary Time Out:

Excluding the student from reinforcement, but not removing the student from the environment

Planned ignoring:

Reinforcing appropriate behavior as it occurs in the classroom while ignoring the inappropriate behavior. Try to reinforce the desired behavior as soon as it appears

Praise:

The verbalized approval of student behavior

Prompt:

A supplementary stimulus to help a student respond

Reinforcer:

Any event, object or item, which occurs immediately after a behavior and increases the likelihood of the behavior occurring again

Reinforcer Menu:

A list of known reinforcers from which the student may choose

Response Cost:

Withdrawal of a specific number of reinforcers contingent upon a child's inappropriate behavior

Rules:

Simple, concise, positive statements of behavior expected in the classroom

Shaping:

The process of building a behavior by reinforcing successive approximations to the desired behavior

Self-Monitoring:

A process in which the student observes and collects data on his/her own behavior

Successive Approximations:

A series of small behavioral steps which more and more closely resemble the desired behavior

Tangible Reinforcers:

Includes items that can be obtained and used by the student such as edibles, stickers, school supplies, toys, and trinkets

Target Behaviors:

Target behaviors are important academic and/or social behaviors that teachers and other members of the intervention or IEP Team believe need to be increased or decreased

Time Out:

Denying a student access to a reinforcing environment

Token Economies:

Reward programs in which the entire class participates, but individuals work for their own rewards

Token Reinforcers:

They are symbolic rewards with an assigned value. The students earn them and then can later spend them for tangible or activity reinforcers

Tracking:

Provides an effective means for teachers to monitor a student's behavior and academic performance