behavior	Anything a living organism does that can be observed and measured. Functional behavior assessment
Functional behavior assessment	Goal is to determine the function of a behavior. Purpose is to determine how to reduce challenging behavior or socially inappropriate behavior and increase socially appropriate behavior. Function of a behavior refers to the consequence it seeks to elicit from the environment.
Environmental functional analysis	Analysis of different reinforcer conditions to determine which consequence influences a learner's behavior. **4 conditions tested include:** 1- contingent attention 2 - contingent escape 3 - alone 4 - a control condition in which reinforcement is freely available.
Descriptive analysis	Defining characteristics of ABA. In direct observation, measurement, and recording of behavior.
Indirect functional behavior assessment	Used to identify the conditions or events in natural environment that correlate w problem behavior. Instead of using direct observation, use structured interviews, check lists, rating scales, questionnaires.
Duration - continuous measurement	Total amount of time occupied by the behavior. From start to finish. Use when you want to know how long a behavior. Lasts.

	Do not use if behavior. Is high frequency or begins and stops often.
Discontinued measurement	Measurement where some responses may not be observed/detected during a period of observation. Known as "sampling." Usually using partial or whole interval recording.
Rate	Number of responses per unit of time. Continuous.
Frequency	Continuous. Count behavior. -All responses can be observed during a period of observation. -do not use if behavior. Happening at high rate. -best for behavior. that rarely occurs or if you need to know how many times something happens. -best when behavior. is easy to count.
Interobserver agreement **IOA**	The degree to which two or more independent observers' data shows the same values when they observe the same event.
Observer reactivity	Errors in data collection/measurement that occur when the observer is aware that others are evaluating the data that he/she reports.
Measurement bias	A measurement error that is likely to be in one direction.
Observer reactivity	Errors in data collection/measurement that occur when the observer is aware that others are evaluating the data that he/she reports.
Observer drift	The observer often unknowingly and unintentionally changes the way they are collecting data over the course of a study. This is typically in regard to the way the observer interprets the definition of the target behavior.

Observer reactivity	Errors in data collection/measurement that occur when the observer is aware that others are evaluating the data that he/she reports.
Measurement bias	A measurement error that is likely to be in one direction.
Measurement artifacts	Something that appears to exist because of the way it was measured.
Reliability	The extent to which the procedure used for data collection produces the same value when repeated. This is more or less consistency of the measurement procedure and is not confused with accuracy.
Accuracy	The extent to which the observed measurement of the behavior matches the actual occurrences of the behavior (the true value).
Accuracy	The data are directly related to the behavior measured and the reasons for measuring it.
Permanent product	Measuring behavior after it occurs by observing the effect the behavior had on the environment.
Momentary time sampling	A method of data collection where occurrence (or non-occurrences) of behavior are recorded at the end of a specific time interval.
Whole interval	A method data collection where the observation period is divided into short intervals (5 to 10 seconds). The observer records whether the target behavior occurred during the entire interval.
Duration	The length of a time a behavior occurred.
Duration	The length of a time a behavior occurred.
Event recording	Counting the number of times a behavior occurs.
Continuous measurement	Measurement in which all possible responses can be observed during s period of observation.
3 branches of behavior analysis	1. Behaviorism

	2. Experimental analysis of behavior (EAB) 3. ABA
John Watson	1910 - argued that observable data should be focused of psychology - not mental processes. - believed behavior is controlled by environment. - stimulus - response SR psychology
BF Skinner	-1938 -published "the behavior of organisms" in 1938. -found that environmental events following behavior influenced future behavior. -three-term contingency (SRS model). -respondent and operative behavior.
Ivan Pavlov	-1902 -respondent conditioning - as a result of stimulus-stimulus pairing procedure. A neutral stimulus acquires the ability to elicit a conditioned response. Respondent behavior - dogs do not learn to salivate when they see/smell food. Operant behavior - dogs learned to salivate/associate food with lab assistants and sound salivate in presence of assistant.
7 defining characteristics of ABA	**Get a cab**

	Generality Effective Technological Analytical Conceptually systematic Applied Behavioral
ABA	The science where strategies, developed from principles of behavior, are applied to socially significant behavior to improve the behavior, and experimentation is used to demonstrate that interventions used improved the behavior.
Socially significant behavior	Behavior include communication, social skills, academics, reading and adaptive skills, domestic, and work skills.
Behaviorism	The philosophy of behavior
Technological	Interventions that are used and described well enough that they can be implemented by anyone who has the training and resources.
Conceptually systematic	Interventions come from specific theories of learning and behavior. **SERP** stimulus control Extinction Reinforcement Punishment

Generality	The interventions are designed so that the new/replacement behavior will occur in new environments and continue to occur after the intervention is faded.
Technological	Interventions that are used and described well enough that they can be implemented by anyone who has the training and resources.
Generality	The interventions are designed so that the new/replacement behavior will occur in new environments and continue to occur after the intervention is faded.
Autism	Complex disorder if brain development characterized by difficulties in: - Social interaction - Verbal and nonverbal communication - repetitive behavior Signs and symptoms tend to appear early. DX as early as 18 months.
Autism	1 in 68 children DX with autism Boys are 5tines more likely than girls to have autism
Three term contingency	ABC ANTECEDENT BEHAVIORAVIOR CONSEQUENCE
Contingency	Refers to the dependent and/or time based relationship between the behavior and the variables that control it.
Descriptive assessment	Direct observation of problem behavior and the antecedents and consequences as they occur in the natural setting.
Descriptive assessment	Direct observation of problem behavior and the antecedents and consequences as they occur in the natural setting.
Motivating operation (MO)	A variable (in the environment) that increases or decreases the effectiveness of a reinforcer on a behavior and the frequency of all behavior that are currently reinforced by the stimulus.

	EO Establishing operant - increase AO abolishing operant - decrease
Respondent conditioning	A stimulus-stimulus pairing procedure where a neutral stimulus is paired with an unconditioned stimulus until the neutral stimulus becomes a conditioned stimulus that elicits the conditioned response. Pavlov's dogs
Duration	Continuous measure -total amount of time occupied by behavior from start to finish. - do not use duration w high frequency behavior or behavior that starts and stops rapidly.
Discontinued measurement	Measurement where some responses may not be observed during a period of observation. Some instances of the target behavior. May not be recorded bc this type of measurement is a sampling. Intervals - whole, partial.
3 ways to measure behavior	Temporal lotus - latency When behavior occurs Temporal extent - duration of a behavior How long behavior lasts. Repeatability - How often behavior occurs

	Rate/frequency count
Establishing operant (EO)	A motivating operation that increases the effectiveness of the reinforcer. You're thirsty. Drink of water is highly reinforcing. Thirst is the establishing operant.
Abolishing operant (AO)	A motivating operation that decreases the effectiveness of s reinforcer. You just ate a lot of candy. You're offered candy but don't want it. Eating too much candy is the abolishing operant.
Stimulus control	When a student consistently makes a response in the presence of a discriminative stimulus without a prompt. You want to test stimulus control.
Prompting hierarchy	Independent Positional prompt Gestural prompt Indirect verbal prompt Direct verbal prompt Partial model prompt Full model prompt

	Partial physical prompt Full physical prompt
Response prompts	Stimuli that functions as extra cues and reminders for desired behavior. Prompts can be: Visual Auditory Textual Symbolic
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	Symbolic
Three forms of response prompts	Verbal Physical Model
Prompting hierarchy	Most to least Physical Model Verbal
Graduated guidance	Increase or decrease level of prompting based in learner's progress.
Time delay	Insert a delay between directive and prompt.
Non-vocal verbal prompt	Written words pictures or signs presented to the student as cues to elicit a target skill or behavior.
Response prompt	Stimuli that function as extra cues and reminders for desired behavior.
Stimulus prompt	An antecedent stimulus is changed, added, or removed in order to make a correct response more likely.
Movement prompt	Pointing, tapping, touching, or looking at relevant features of the antecedent stimulus to make it more noticeable to the student.

Three forms of stimulus prompts	Movement prompt Position prompt Redundancy prompt
Position prompt	Placing one stimulus closer to the student to make it more noticeable and increase the likelihood of a correct response.
Redundancy prompt	One or more dimensions of the target (color, shape) are exaggerated and paired with the correct response. I.e.: word "red" may be written in red.
Two types of stimulus prompts	Within-stimulus prompt Extra stimulus prompt
Within stimulus prompt	Physical properties or features if the stimuli are altered to increase the likelihood that the target response will occur. Could inc. changing color, size, etc.
Extra-stimulus prompt	Any prompt that does not involve altering the features of the stimuli.
Fading procedures	Stimulus fading - an exaggerated feature if a stimulus is gradually and systematically faded in or out. Shape transformations - using an initial stimulus shape that will prompt a correct response. This shape is gradually changed to form the natural stimulus while still eliciting correct responses. I.e.: word "circle" is written in the shape of a circle. It will gradually change so that the final word "circle" I'd written normally.

3 forms of stimulus prompts	Movement - pointing, tapping, touching, looking at paper. Position - one stimulus is placed close to student. Redundancy - dimensions are paired with correct choice. I.e.: change in color, size. The word "red" written in red.
Stimulus prompts	An antecedent stimulus is changed, added, or removed in order to make a correct response more likely. Added prior to learner's response.