

Glossary of Terms

Antecedent: Events that happen immediately before and trigger a behavior.

Baseline Data: The current level of functioning that is compared to the phase immediately following an intervention.

Behavior: Any observable and measurable act of an individual.

Behavior Intervention Plan (BIP): A written description that defines how an educational setting will be changed to improve the behavioral success of the student.

Behavior Support Plan (BSP): Also referred to as the Behavior Intervention Plan (BIP).

Chronic Behaviors: Persistent behaviors that are repeated or reoccurring over a period of time; the behavior has persisted for a while.

Competing Behavior Pathway: A component of the Behavior Intervention Plan (BIP) in which the student behavior is described in observable, measurable terms, and setting events, antecedent events, consequences, and function are identified and which also lists an appropriate alternate replacement behavior, as well as the desired replacement behavior.

Consequence: The resulting event or outcome that occurs immediately following the behavior. May increase, maintain or decrease the likelihood of future behavior.

Data: Information used to make decisions, including records of behavioral incidents, attendance, tardies, achievement, staff and student perceptions and others.

Data-Based Decision Making: A systematic process for analysis of information that leads to action steps.

Environment: The physical, social, academic, and emotional conditions that exist for the student. This can refer to the classroom environment, the school environment, the home environment, etc.

Existing Information: Information that already exists or is known about a student. This information may come from any of the individuals who work with a particular student, the parent or other caregivers.

Expectations: 3-5 words that define the kind of people you want your students to be.

Fidelity: The delivery of the intervention in the way it was designed to be delivered. Are we doing what we said we would do?

Function of Behavior: The need fulfilled through the performance of a specific behavior. The function of behavior can be categorized as behavior to obtain (attention, tangible item) or avoid (attention, task, stimulus).

Functional Behavior Assessment (FBA): A process for identifying the events that predict the occurrence and maintenance of a behavior.

Hypothesis: A supposition or proposed explanation made on the basis of limited evidence as a starting point for further investigation. A hypothesis statement for an FBA addresses the likely function of the problem behavior and the context (social and environmental conditions) in which it is most likely to occur.

Measureable: Defining schoolwide or classroom behaviors that could be counted.

Observable: Defining schoolwide and classroom rules that are behaviors that can be seen.

Operational Definition: A descriptive statement that specifically identifies commonly agreed upon behavior that is directly observable and measureable.

Problem Behavior: Behavior which is inconsistent with the expectations for the environment. For example, yelling is a problem behavior in a library, but not necessarily on a playground. Some problem behavior can be undesirable across settings, such as hitting or hurting others.

Problem Solving Process: The process that groups can use in order to engage in meaningful dialogue in order to reach a resolution to a problem.

Setting Event: Conditions or events that influence behavior by temporarily changing the value or effectiveness of reinforcers.

Stimulus: An object or event that may occasion a response.

Target Behavior: The focus behavior to change.

