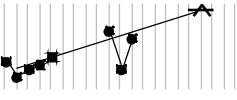

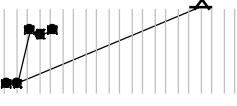
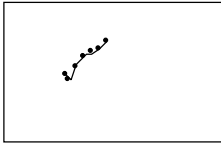
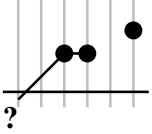




07.27	Corrects are “bouncy”...		change for compliance
06.11	Change something?		NO (3 successive days have not yet fallen below the line, and progress has not been flat for the last 5 or 6 days)
03.36	DURATION is	4	1) Time (usually in minutes) 1) Between 1) Start of movement and 1) End of movement
07.21	If learner has met initial instructional aim...		move on in curriculum & probe generalization
05.27	Aim frequency indicated by ...		cross-line of aim star
03.44	SESSION TIME =		total work time in minutes (not all of which might be assessed)
02.12	Real test of a MC description is	3	1) two or more people 1) count it 1) and agree
06.06	Raise minimum 'celeration line if	2	1) THREE days in a row 1) <u>x2.0</u> ABOVE the Minimum Celeration line
06.03	DRAW Minimum Celeration line	2	1) From START MARK 1) to AIM STAR
05.11	Record Ceiling (RC) Symbol =		Dashed line across day 
03.02	Try to select MCs where the count will be	2	1) as many as possible 1) preferably 33 or more
03.46	FLUENCY is ...	2	1) accuracy/quality 1) ease/speed
03.28	Frequency RF = (formula)	3	$\frac{1}{\text{Time (usually in minutes)}}$ 1) one 1) divided by 1) time (usually in minutes)

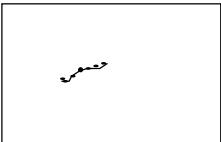
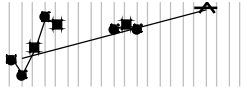
07.35	Change for basic format problem...	3	<ul style="list-style-type: none"> 1) stronger differential feedback 1) for distinction between 1) corrects and errors
04.15	RETENTION is	3	<ul style="list-style-type: none"> 1) Continued effective use of a skill 1) With <u>inf</u>requent opportunities 1) After instruction is terminated
05.05	STANDARD 'CELERATION CHART developed by...	2	<ul style="list-style-type: none"> 1) O.R. Lindsley 1) Carl Koönig
04.20	Levels of control over a SKILL ...	3	<ul style="list-style-type: none"> 1) CAN DO under very special circumstances 1) WILL DO upon request 1) DOES DO without prompts when appropriate
08.05	AMPLIFY EFFICIENCY means...	3	<ul style="list-style-type: none"> 1) change target behavior to 1) increase chances of 1) effective natural reinforcement
05.02	CALENDAR CHART means ...	2	<ul style="list-style-type: none"> 1) each day of the calendar 1) has own line
03.29	In DISCONTINUOUS Interval Frequency, timing is...		suspended for interruptions
03.27	To raise/eliminate FREQUENCY record ceiling ...	4	<ul style="list-style-type: none"> 1) provide more opportunities 1) allow starting over 1) allow less time 1) time to completion
07.26	Can't cover 2 weeks of correct frequencies with a pencil...		change for compliance
06.08	Alternate methods for setting the Minimum Celeration line	4	<ul style="list-style-type: none"> 1) pupil can CATCH-UP to peers or competition 1) at least as high as we know the CHILD CAN DO 1) a level we know the TEACHER CAN DO well 1) at a STANDARD x/1.25 that most call "OK"

03.10	PERCENT = (formula)	4	$\frac{\text{Count} \times 100}{\text{Total Possible Count}}$ <ul style="list-style-type: none"> 1) count 1) times 100 1) divided by 1) total possible count
07.07	Need in FLUENCY BUILDING	2	<ul style="list-style-type: none"> 1) continued practice 1) reason to keep going
01.15	DIAGNOSIS is ...		IDENTIFYING specific condition
04.03	Parts of a complete BEHAVIORAL DESCRIPTION (or plan)	5	<ul style="list-style-type: none"> 1) Special ESTABLISHING Conditions 1) SITUATION 1) EVENTS BEFORE/UNTIL 1) MOVEMENT CYCLE 1) EVENTS AFTER/ARRANGED
02.11	A FAIR PAIR is	2	<ul style="list-style-type: none"> 1) never a deceleration target 1) w/o an acceleration target
05.17	FREQUENCY DAY indicated by ...		charted frequency (rate)
03.23	If change from one day to next is less than either RF ...		change may not be meaningful
01.19	ACCOUNTABILITY means	3	<ul style="list-style-type: none"> 1) Showing others 1) What's been accomplished 1) Garnering established consequences
03.16	RECORD CEILING (RC) means ...		highest possible measure given assessment conditions
01.14	SCREENING is ...	3	<ul style="list-style-type: none"> 1) FINDING people who 1) MAY need special help and who 1) should be assessed FURTHER
03.09	NO COUNT means		behavior count = zero

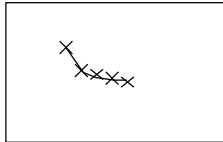
03.30	Change frequencies to % correct by ... (formula)	6	$\frac{\text{Correct Rate} \times 100}{\text{Correct Rate} + \text{Error Rate}}$ <ul style="list-style-type: none"> 1) correct frequency 1) times 100 1) divided by 1) correct frequency 1) plus 1) error frequency
01.05	RELIABILITY is		Confidence that it can be duplicated
07.04	FLUENCY-BUILDING is		learning to do it well
01.17	Instructional PLANNING decisions include	2	<ul style="list-style-type: none"> 1) WHAT to teach 1) HOW to teach
03.05	Adjust for changes in FREEDOM with ...		nothing (it cannot be adjusted mathematically)
05.12	Dot (•) indicates		an acceleration target
04.19	Ideal AIM FOR GENERALIZED PERFORMANCE ...	2	<ul style="list-style-type: none"> 1) the individual CHOOSES TO USE the skill 1) without artificial prompts or incentives
03.18	What do RC's limit?		ability to measure performance
05.18	IGNORE DAY indicated by ...		line pointing to next/last frequency
01.06	ACCURACY is		Corresponding to “reality”
03.19	RECORD FLOOR (RF) means ...		lowest possible nonzero measure
02.08	A well CALIBRATED MC is	3	<ul style="list-style-type: none"> 1) EQUALITY of effort 1) related to OBJECTIVE 1) EASY to assess
06.13	Change something? 		<p>YES (performances more than x2 above the minimum 'celeration line, so <u>raise minimum 'celeration line</u> and an earlier aim-date set)</p>
04.16	INTERMEDIATE PROFICIENCY ensures ...	2	<ul style="list-style-type: none"> 1) progress 1) in next step of curriculum

07.13	“Steep” progress? 		yes
03.33	Given correct frequency, error frequency =		anything (they are independent)
05.06	DARK DAY-lines are...		Sundays
05.20	Day Types: 	6	<ul style="list-style-type: none"> 1) charted 1) ignore 1) charted 1) charted 1) no chance 1) charted
07.06	Need in ACQUISITION		information/guidance
08.07	If COMPETING BEHAVIOR problem...	3	<ul style="list-style-type: none"> 1) AMPLIFY EFFICIENCY of desired behavior, or 1) Decrease efficiency of competing behavior
07.02	PHASES OF LEARNING are	4	<ul style="list-style-type: none"> 1) Acquisition 1) fluency-building 1) application 1) adaptation
01.11	QUANTITATIVE information is		Numeric
02.09	An ACCELERATION TARGET is		something you want to INCREASE
07.18	“Bouncy?” 		yes
05.22	 is the symbol for a ...		deceleration aim star
04.14	MAINTENANCE is	3	<ul style="list-style-type: none"> 1) Continued effective use of a skill 1) With frequent opportunities 1) After instruction is terminated

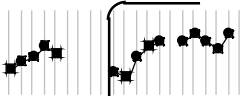
04.07	EVENTS UNTIL are	5	<ul style="list-style-type: none"> 1) EVENTS (stimuli, cues) 1) occurring REPEATEDLY or continuously 1) BEFORE the movement cycle that 1) might/should INFLUENCE MC occurrence 1) and will CONTINUE UNTIL the MC occurs
04.18	A behavior is FUNCTIONAL if it ...	4	<ul style="list-style-type: none"> 1) Gains access to environments 1) Reinforces others for interacting 1) increases independence 1) addresses cultural norms
05.28	Aim date indicated by ...		day on which aim star is placed
03.22	Best if ceilings and floors are ...		constant (from day to day)
07.32	<u>Can't</u> reach high frequencies and never reached 5c-1e ratio, problem in	2	<ul style="list-style-type: none"> 1) Acquisition 1) or basic format
08.10	NO GENERALIZATION at all, so	2	<ul style="list-style-type: none"> 1) GENERAL TRAINING FORMAT problem, 1) look at ALL elements of training
02.03	CRITICAL EFFECT is ...		ACTUAL impact of behavior
04.04	ESTABLISHING CONDITIONS are	4	<ul style="list-style-type: none"> 1) Conditions antecedent to the situation 1) that establish the 1) Basic discriminative/reinforcing value of 1) Events that might effect behavior
03.17	Do RC's limit performance?		no (not necessarily)
05.29	NO-COUNT FREQUENCY (or) RATE is ...		frequency based on count of zero
08.08	GENERALIZED ONCE and then not again...	3	<ul style="list-style-type: none"> 1) REINFORCING FUNCTION problem, 1) manipulate reinforcers, or 1) schedules of reinforcement
06.04	START MARK is usually		middle of 1 st three performances


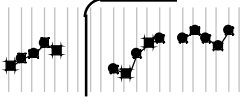
03.32 Given % correct, % error must be =	3	100 - (% correct) 1) 100 1) minus 1) correct percent
07.14 “Steep” progress? 		no
02.07 Characteristics of a MOVEMENT CYCLE	3	1) Movement 1) definite beginning/end 1) repeatable
04.12 In order for AIMS to ensure the new behavior will effectively COMPETE, they must provide...	7	1) CONFIDENCE that new skill will compete with 1) OTHER learner skills 1) MANAGER expectations & patience 1) PEER performances 1) To be EFFECTIVE in achieving those ends, 1) TARGET the highest level of 1) EFFICIENCY possible
05.14 IGNORE DAY means	2	1) performance practiced 1) but not assessed
02.04 CRITICAL FUNCTION is		DESIRED impact of behavior
06.12 Change something? 		YES (progress flat for last 5 or 6 days, even though performance has not fallen below the line 3 days in a row)
05.26 AIM DATE means ...		target date for reaching aim
08.02 Reinforcement IS contingent on others, so problem is	3	1) COMPETING REINFORCER , 1) Stronger reinforcement available for 1) Other, less desirable behavior

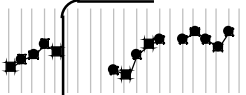
01.12	Measurement / Assessment / Evaluation Purposes	7	<ul style="list-style-type: none"> 1) Simple DOCUMENTATION 1) SCREENING 1) DIAGNOSIS 1) Program PLACEMENT 1) Instructional PLANNING 1) Ongoing INSTRUCTION 1) ACCOUNTABILITY
07.11	Transition from AQ to FB often begins...		when correct frequency is between 14 and 20 per minute
05.24	AIM STARS drawn at the intersection of ...	2	<ul style="list-style-type: none"> 1) the aim-frequency 1) and aim-date
04.09	An ALP is an...		Advanced Learning Probe
05.30	No-count frequencies are charted (where?)		below the record floor
05.07	DARK FREQUENCY-lines are ...		1's and 5's in any cycle
02.10	A DECELERATION TARGET is		something you want to DECREASE
03.42	ASSESSMENT TIME =		duration of assessment (in min.)
03.47	Fluency usually necessary for		REAPS
03.03	Behavior counts comparable if equal	3	<ul style="list-style-type: none"> 1) FREEDOM from physical constraint 1) OPPORTUNITY to occur 1) TIME to take advantage of opportunities
03.11	Total possible count (with NO time limit) =		total opportunities
03.48	REAPS is	5	<ul style="list-style-type: none"> 1) Retention 1) Endurance 1) Application 1) Performance 1) Standards

07.10	Important aspects of performance	4	<ul style="list-style-type: none"> 1) trend in corrects 1) variability in corrects 1) best accuracy 1) best correct frequency
05.08	CALENDAR COORDINATION means ...		dates on all charts line-up
07.08	Need in APPLICATION		new cues/situations (for old skills)
07.23	3 days below minimum 'celeration line...		consider change
03.08	FREQUENCY or Rate is		average # of MCs per minute
07.05	APPLICATION is		learning when/where to do it
05.10	Record Floor (RF) Symbol =		Dashed line across day +
03.37	Frequency TO DO =	3	$\frac{\text{Count}}{\text{Duration (usually in minutes)}}$ <ul style="list-style-type: none"> 1) Count 1) Divided by 1) Duration (usually in minutes)
07.15	"Steep" progress? 		no
06.07	Move on to new program when		one day at aim
03.26	TIME TO COMPLETION means ...	3	<ul style="list-style-type: none"> 1) Stop assessment when... 1) task completed (or) 1) opportunities gone
01.08	EVALUATION is ...	2	<ul style="list-style-type: none"> 1) Making decisions 1) Taking action
03.40	PROBE means ...		counting "part of the time"
02.06	MCs are complete when		NEXT movement can begin
06.09	Set correct/error Minimum Celeration lines...	2	<ul style="list-style-type: none"> 1) one at a time, 1) starting with corrects

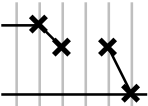
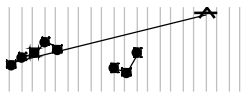

07.34	Change for acquisition problem	2	1) better cues 1) better corrective feedback
07.03	ACQUISTION is		learning how to do it
06.01	'CELERATION is ...	3	1) root of <u>ac</u> celeration and <u>de</u> celeration 1) rate of progress 1) also called "learning statement"
05.03	Performance SCALE TYPES:	2	1) ADD/SUBTRACT (equal interval) 1) MULTIPLY/DIVIDE (semilog/ratio)
04.10	Use an ALP whenever ...	2	1) it is not possible to teach 1) at the terminal level of the curriculum
01.03	Measurement issues	3	1) Validity 1) Reliability 1) Accuracy
08.04	ALTER CONTINGENCIES means...	3	1) ask/train people to 1) reinforce desirable behavior and 1) not reinforce undesirable behavior
07.30	Change for fluency-building problem		find better consequences
05.25	AIM FREQUENCY means ...		desired performance
08.01	Reinforced w/o performing target behavior, ask...		Is reinforcement contingent on others?
04.06	EVENTS BEFORE are	5	1) EVENTS (stimuli, cues) 1) occurring BEFORE the movement cycle that 1) might/should INFLUENCE MC occurrence 1) but will eventually STOP 1) REGARDLESS of whether the MC occurs
01.10	QUALITATIVE information is ...		Non-numeric
07.09	Need in ADAPTATION	3	1) new cues/situations 1) can tell what outcome 1) but preventing old behaviors

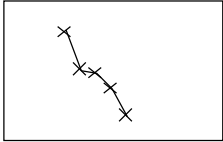
07.12	Trend is STEEP if		faster than corner to corner on stand. chart
08.06	Reinforcement NOT contingent on others, so problem is	4	1) COMPETING BEHAVIOR , so 1) LESS DESIRABLE behaviors 1) are REINFORCED 1) MORE EASILY than desired behavior
02.02	DEAD MAN TEST is ...	3	1) If a dead-man can do it 1) or look like he's doing it 1) then it's not behavior
04.08	AIMS should specify a performance which will allow the learner to ...	4	1) ADVANCE to a level of 1) INDEPENDENCE , and 1) MAINTAIN skill at a level that is 1) of SERVICE to the individual
01.07	ASSESSMENT is ...	2	1) Putting information in perspective (usually by) 1) Comparing to standard or expected
04.01	Parts of a BEHAVIORAL OBJECTIVE	4	1) Situation 1) Critical function 1) Movement cycle 1) Performance aims
03.24	FREQUENCY (or) Rate per minute = (formula)	3	$\frac{\text{Count}}{\text{Time (usually in minutes)}}$ 1) count 1) divided by 1) time (usually in minutes)
01.18	Ongoing INSTRUCTIONAL decisions include	3	1) WHETHER to change instruction 1) WHEN to change instruction 1) HOW to change instruction
02.01	Behavior is ...		Movement
05.34	Phase change line placed correctly? 		yes

05.23	 is the symbol for an ...		acceleration aim star
07.25	Was bouncy, have not beat best correct frequency since...		still a compliance problem
02.05	Only __?__ MCs should be counted		WHOLE or complete
04.13	TERMINAL PROFICIENCY ensures...	2	1) maintenance/retention/use of skill 1) after instruction is terminated
05.16	NO LINES connecting frequencies across ...	2	1) no chance days 1) phase change lines
05.19	NO CHANCE DAY indicated by...		blank day line
05.32	Phase change line placed correctly? 		no
07.17	Performance BOUNCY or HIGHLY VARIABLE if		can't cover with a pencil (on a standard chart)
07.33	Choose basic format over acquisition if...		crossover to errors high
01.09	Types of information	2	1) Quantitative 1) Qualitative
06.02	MINIMUM 'CELERATION is		the least acceptable rate of progress
03.31	Change % to frequency by ...		(it cannot be done unless time is known)
03.04	Time should be set so ...	3	1) Time for 10+ MCs to occur 1) Always opportunities left 1) Is constant from assessment-to-assessment
08.09	INCOMPLETE or INAPPROPRIATE GENERALIZATION...	2	1) DISCRIMINATION problem, so 1) manipulate stimuli
03.39	CONTINUOUS RECORD means ...		counting "all day"
01.01	Levels of involvement with information	3	1) Measurement 1) Assessment 1) Evaluation

05.13	"Ex" (x) indicates		a deceleration target
04.05	The SITUATION is	3	<ul style="list-style-type: none"> 1) The set of IMMEDIATE CONDITIONS that 1) "SET THE STAGE" for the behavior to occur and 1) remain CONSTANT throughout the session
05.15	NO CHANCE DAY means		performance not practiced
05.33	Phase change line placed correctly? 		no
03.38	Frequency TO START AND DO =	3	$\frac{\text{Count}}{\text{Latency} + \text{Duration (usually in minutes)}}$ <ul style="list-style-type: none"> 1) Count 1) Divided by 1) Latency + Duration (usually in minutes)
01.04	VALIDITY is		Doing what it's supposed to do
08.03	If COMPETING REINFORCER problem, then	2	<ul style="list-style-type: none"> 1) ALTER CONTINGENCIES and/or 1) AMPLIFY EFFICIENCY of the desired behavior
03.13	"%" means ...		percent
01.16	Program PLACEMENT decisions include	3	<ul style="list-style-type: none"> 1) WHERE to place a student 1) WHAT services to provide 1) WHEN to change placement or services
03.15	If %, assessment time should be ...		long enough to try all opportunities
07.20	Use HIGH FREQUENCY RULES if	3	<ul style="list-style-type: none"> 1) normal fluent adult 1) can do 14/min or more 1) and learner physically capable

03.21	% RF = (formula)	3	$\frac{100}{\text{Total Possible Count}}$ <ul style="list-style-type: none"> 1) 100 1) divided by 1) total possible count
04.11	To be ALLOWED, a performance must ...	5	<ul style="list-style-type: none"> 1) be AGE appropriate or expected 1) take LITTLE manager time or 1) LESSEN manager's workload & 1) not conflict with OTHER demands on the manager's time, or it must be of 1) special WORTH to the manager
07.22	Correct celeration flat or down for 6 days...		consider change
03.45	BEHAVIOR TIME =	2	Time the behavior can occur (even when not working with or assessing it)
05.31	Symbol used to chart a no-count frequency =		"?" (a question mark placed below the record floor)
06.05	Change program when	3	<ul style="list-style-type: none"> 1) THREE days in a row 1) on WRONG side of minimum celeration line, or 1) progress FLAT for 5 days
07.24	no corrects for five days...		step/slice back
03.25	Frequency RC = (formula)	3	$\frac{\text{Total Possible Count}}{\text{Time (usually in minutes)}}$ <ul style="list-style-type: none"> 1) total possible count 1) divided by 1) time (usually in minutes)
07.01	When planning changes, consider		Phases of learning
03.34	LATENCY is	4	<ul style="list-style-type: none"> 1) Time 1) Between 1) Opportunity to move and 1) Start of movement

05.09	1st date on 1st chart usually =		1 st Sunday in September
05.21	Day Types: 	6	<ol style="list-style-type: none"> 1) ignore 2) charted 3) charted 4) no chance 5) charted 6) charted
03.12	Total possible count (with TIME LIMIT) =		total tries
03.35	Frequency TO START =	3	$\frac{\text{Count}}{\text{Latency (usually in minutes)}}$ <ol style="list-style-type: none"> 1) Count 2) Divided by 3) Latency (usually in minutes)
03.43	Assessment should only include times when...		the MC can actually occur
03.07	Adjust for changes in TIME with ...		FREQUENCY (or) rates
06.10	Change something? 		<p>YES (3 days in a row have fallen below the minimum 'celeration line)</p>
03.20	RF's tell us ...	2	<ol style="list-style-type: none"> 1) lowest possible measure 2) least measurable change
01.02	MEASUREMENT is ...		Gathering information
03.14	If %, # of opportunities should be ...		held constant from day to day
07.19	"Bouncy?" 		no
05.04	One ratio chart CYCLE =		a x10 (times ten) change

04.02	Parts of an IEP OBJECTIVE	5	<ol style="list-style-type: none"> 1) Individualized target movement 2) assessment/use conditions 3) Performance aim 4) Aim date 5) Person(s) responsible
07.29	Corrects = 14+/min, errors /2, so in what phase?		fluency building
07.31	<u>Could</u> reach high frequencies, but corrects never reached 14, problem in	2	<ol style="list-style-type: none"> 1) Acquisition 2) or basic format
04.17	PROGRESS PROFICIENCY is ...	3	<ol style="list-style-type: none"> 1) progressing through successive objectives 2) rapidly enough to meet 3) overall goal in time
05.01	SESSION CHART means...	2	<ol style="list-style-type: none"> 1) data for next session plotted on 2) next line
01.13	DOCUMENTATION is ...	2	<ol style="list-style-type: none"> 1) Recording information for 2) Unspecified purposes
03.01	How often should we assess?	2	<ol style="list-style-type: none"> 1) as often as we instruct or 2) daily
03.06	Adjust for changes in OPPORTUNITY with ...		Percents (%)
03.41	Are all probes "set up artificially?"		No (can use "natural" activities)
07.16	“Steep” progress? 		yes
07.28	Change for compliance	2	<ol style="list-style-type: none"> 1) step ahead or 2) use better consequences