
GLOSSARY

Key words and phrases used in this handbook are defined below. The definitions here reflect the meaning intended in this handbook.

Assessment Data: Results from evaluating students' responses in advance of instruction to determine what instruction is needed.

Behavior Rehearsal: Behaviors that are practiced by target students in order to improve their social skills in natural settings.

Consultants: Personnel who provide advice and suggestions to teachers, e.g., psychologists, counselors, supervisors, and building principals.

Contingency Management: An if...then method, where students are told which behaviors will be rewarded. Both the behavior and the reward are specified before the behavior occurs.

Directive Teaching: A system of teaching, consisting of assessing students' academic and social performance, planning instruction based upon the assessment information, implementing the instructional strategies within the plan, and evaluating the effects of instruction.

Evaluation: An assessment of behavior following instruction.

Instructional Strategy: A plan for teaching specific behaviors.

Positive Reinforcement: Any event that is satisfying to the student and increases his or her performance.

Punishment: Any event that reduces the student's performance or behavior.

Reinforcement Strategy: A plan for rewarding students for their performance.

Reinforcer: Any stimulus or event that, when presented, results in an increase in behavior; when withdrawn, it results in a decrease in behavior.

Reward: Any event that is satisfying to the student and increases the probability of the student's continuing or increasing performance.

Social Behavior: Performance that involves others, the self, and/or environmental activities. Social behavior is distinct from academic-type behaviors that are typically taught in schools.

Social Behavior Assessment Inventory: A rating scale used in conjunction with *Social Skills in the Classroom*.

Social Modeling: Ways of learning through observing and imitating others.

Social Reinforcement: Events that increase students' performance. These occur without prior contingencies or contracts but take place following the students' behavior.

Social Skills: Specific responses that are directly observable. These responses comprise the social skills curriculum as distinct from the academic skills curriculum.

Target Students: Pupils for whom observation and instruction are intended.