**Module 6 Quiz**

**Please match the terms in the left column with the appropriate descriptor or definition in the right column.**

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| a) anecdotal reports | \_\_\_\_ permanent and tangible effects or outcomes of a behavior |
| b) rate | \_\_\_\_ the intensity of a behavior |
| c) topography | \_\_\_\_the number of times an individual engages in a behavior within an observation period |
| d) latency | \_\_\_\_ how often a behavior occurs in a specified period of time (frequency/time) |
| f) force | \_\_\_\_ written description of virtually everything that is going on within a setting for a particular learner |
| g) locus | \_\_\_\_how long an individual engages in a behavior |
| h) frequency | \_\_\_\_ what a behavior looks like (shape and form) |
| i) time-based estimates | \_\_\_\_ the amount of time elapsed between the presentation of an instruction (SD) and the beginning of the behavior |
| j) duration | \_\_\_\_ where a behavior occurs (refers to both the physical setting and location on the victim’s body) |
| k) permanent product | \_\_\_\_ ways to estimate the number of times a behavior occurs |
| l) bar graph | the best way to illustrate patterns of behavior across time (e.g., “words read correctly per minute” across days) |
| m) line graph | the best way to illustrate types of behaviors that fall into various *categories* (e.g., number of office discipline referrals that are written for each location in a school) |

**True or False**: You should consider How much does the target behavior annoy the teacher when selecting a target behavior to measure:

**True or False**: An operational definition should include non-examples of the behavior

**True or False**: The dimensions of behavior are used to further refine an operational definition AND identify an appropriate measurement system