Chapter 4

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| **Across**  **2.** Degree to which program procedures are implemented accurately ​  **4.** recorded whenever the student is taught  **11.** Persons performance is compared to the conditions we want performed ​  **13.** also called AB​  **14.** can be converted into the number or percentage of intervals in which the behavior occurs  **16.** useful when the number of opportunities varies across sessions and reflects proficiency ​  **18.**  can be tallied and presented as the total number in a given period​  **19.** may be presented as the total number of seconds or minutes during a behavior occurring within a period ​  **20.** permits analysis of products for error patterns  **21.** where the student was prior to intervention ​ | **Down**  **1.** can be used to report task analytic measurements, duration, interval and time-sampling data ​  **3.** Assessed to determine whether the behavior is being recorded accurately  **5.** 4 strategies  **6.** allows teacher to systematically record data from observations  **7.** represents the time frame of a measurement  **8.** represents the target behavior being measure  **9.** applicable to a wide range of behaviors ​  **10.** multi-step with a range of scoring codes  **12.** useful with wide variety of discrete behaviors​  **15.** collected using the method of measuring each occurrence can be presented this way​  **17.** yields a precise record of the length of the occurrence of a behavior​ |

   permanent products       frequency recording       Rate       percentage        Duration       interval recording       data sheets        x-axis       y-axis       frequency data       Total duration data       duration data       time-sampling data       task analytic data       interobserver reliability       procedural reliability       generalization probe       teaching data       obtaining baseline       baseline-intervention comparison       graphing and visual analysis