

**Erasmus+ Project**  
**Developing Professional Qualifications and Training**  
**for European Behaviour Analysts**



**Intellectual Output 3: Glossary**

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EuroBA project partners.



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## **Project summary**

This project is the result of cooperation between international partners from the United Kingdom, Czech Republic, Netherlands, Ireland, Greece, Sweden, and Italy. The project benefitted from a Professional Advisory Group (PAG) that included a further 16 European countries to ensure that the standards and competences developed in the project are acceptable to as many European countries as possible.

The overall objectives of the project were to facilitate transparency and recognition of qualifications for behaviour analysts in Europe. The profession of behaviour analyst started in the early 1970s in North America (Carr, 2011; Hughes & Shook, 2007). However, it is not formally recognised in the European Union (EU). For behaviour analysts to be able to practice within the EU with the same expectations surrounding knowledge, skills, and autonomy and responsibilities, it is necessary to create a clear range of competences for the profession.

The project has 6 Intellectual Outputs (IO). IO1 covers professional standards referenced to European Qualifications Framework (EQF). IO2 outlines the development of the behaviour analyst qualification in the context of the six partner National Qualifications Frameworks (NQF). IO3 provides a detailed glossary of terms in partner languages. IO4 outlines a competency framework for entry-level EuroBA-Technicians (EuroBA-T). IO5 is a competency framework for Master's-level EuroBA (EuroBA-M). IO6 is an online entry-level multimedia course in six partner languages.

# The ABC of ABA for parents

Term	Definition
<b>Antecedent</b>	The name of something (an action, event, or situation) that precedes, and may have an effect on an individual's behaviour.
<b>Applied Behaviour Analysis (ABA)</b>	The applied discipline of the Natural Science called Behaviour Analysis that studies the relationship between context and behaviour.
<b>Behaviour</b>	The interaction between an organism and their environment. Everything an individual does. This includes activities that can be publicly observed and measured and activities that cannot be observed by others, such as thinking and feeling.
<b>Behaviourism</b>	The philosophy of the science of behaviour
<b>Behaviour Analysis</b>	The science of behaviour
<b>Behaviour intervention plan</b>	A detailed written plan in which the behaviour to be changed (target behaviour), the behaviour change goals, and the planned intervention method and/or procedures are written down.
<b>Board Certified Behavior Analyst (BCBA)</b>	A person who is certified by the Behavior Analyst Certification Board ( <a href="https://www.bacb.com">https://www.bacb.com</a> ). This means that this person has successfully completed Master's level training in behaviour analysis, completed extensive practice, passed the BCBA exam, and who can evidence continuous professional development.
<b>Chaining</b>	Teaching the steps of a more complex skill in a specific order. There are 3 procedures: backward chaining, forward chaining, and the total task chain procedure.
<b>Challenging behaviour</b>	Behaviour that an individual may engage in when their needs are not met (e.g., aggressive, destructive, or self-injurious behaviour).
<b>Consequence</b>	Something (a stimulus or event) that follows the behaviour of an individual and that may impact on the future likelihood of that behaviour.
<b>Contingency-shaped behaviour</b>	Behaviour that is learned due to the consequence (e.g., reinforcer) that follows this behaviour.
<b>Differential reinforcement</b>	When a distinction is made between different behaviours, and only the desired behaviour is reinforced, while other behaviour is not reinforced.
<b>Differential Reinforcement of Alternative Behaviour (DRA)</b>	A procedure that aims to reduce an undesirable behaviour by selecting a behaviour that offers an alternative route to obtaining a reinforcer.

<b>Differential Reinforcement of Incompatible Behaviour (DRI)</b>	A procedure that aims to reduce an undesirable behaviour by selecting an incompatible behaviour that offers a new route to obtaining a reinforcer. Incompatible behaviour is behaviour that cannot be performed at the same time as the undesirable behaviour.
<b>Differential Reinforcement of low/high rates of behaviour (DRL/DRH)</b>	A procedure that aims to change the rate (which is the count of behaviours within a particular time unit) of a behaviour by reinforcing occurrences of that behaviour that are either lower than (DRL) or higher than (DRH) the ongoing rate.
<b>Differential Reinforcement of Other Behaviour (DRO)</b>	A procedure that aims to reduce an undesirable behaviour by selecting any behaviour, other than the unwanted or undesirable behaviour, that offers a new route to obtaining a reinforcer.
<b>Discrete-trial teaching (DTT)</b>	A structured setting in which multiple learning opportunities are presented. A skill that is being taught is broken down into small sub-skills. Each sub-skill is repeatedly and intensively practiced in trials that each have 3 components: an Antecedent (e.g., an instruction) is presented by the teacher, the learner engages in a Behaviour, and the teacher provides a Consequence depending on the behaviour (e.g., a reinforcer).
<b>Discrimination</b>	Distinguishing; engaging in behaviour that shows ability to distinguish one thing from another (e.g., of persons, pictures, colours, etc.)
<b>Discriminative stimulus</b>	A stimulus in the environment that signals or predicts the availability of a reinforcer; this stimulus influences the likelihood of certain behaviour occurring.
<b>Duration</b>	How long/much time the behaviour lasts (in seconds, minutes, etc.).
<b>Echoic</b>	This is the behaviour of vocally repeating what someone else is saying.
<b>Environment</b>	The physical/social environment (all factors, including people and other kinds of stimuli) that may have an effect on behaviour.
<b>Error correction procedure</b>	Correcting a 'wrong' or incorrect response by offering help or assistance, often by showing the correct response.
<b>Errorless learning</b>	A way of teaching new skills that ensures students do not make mistakes.
<b>Extinction</b>	The term can be used to describe a procedure or an outcome. When used as a procedure, it refers to the withdrawal of conditions that currently maintain behaviour. Used as an outcome, it describes the decrease in the strength of behaviour (e.g., the behaviour will decrease in duration, frequency, intensity) that occurs during the extinction procedure.
<b>Extinction burst</b>	During the initial phase of an extinction procedure, the behaviour increases in intensity.
<b>Fluency</b>	The ability to perform skills fluently, without much effort, without errors and quickly (within a certain amount of time).

<b>Four-term contingency</b>	A comprehensive account of behaviour includes the factors influencing motivation, the antecedent event(s) preceding the behaviour, the behaviour, and the consequence(s) following the behaviour.
<b>Frequency of behaviour</b>	How often behaviour occurs within a predetermined period of time.
<b>Function of behaviour</b>	The "reason" why the behaviour occurs. In other words, what the behaviour provides for the individual (e.g., to gain access, to stop or avoid a task, to gain attention from someone, or sensory stimulation).
<b>Functional Behaviour Assessment (FBA)</b>	The process of identifying potential causes of problem behaviours; this helps guide the development of interventions to address those behaviours.
<b>Functional communication training</b>	Teaching communication skills so that the individual has an appropriate and effective way of asking rather than displaying unwanted behaviour.
<b>Generalisation</b>	Using (new) skills in other settings, environments and with other people.
<b>High-probability request sequence</b>	Increasing behaviour by first encouraging the individual to engage in behaviour they find easy to perform, and then asking for a behaviour that is more difficult to perform. The requests are given in a quick sequence.
<b>Inter-Response Time (IRT)</b>	The time between two consecutive responses/reactions. More specifically, the time between the 'end' of one response and the 'start' of the other response.
<b>Intraverbal</b>	A form of interaction whereby an individual responds to another person's verbal behaviour, as in a conversation.
<b>Latency</b>	The time between an event that occurs before (preceding) the behaviour and the actual behaviour (the response). For example, the time between hearing an instruction and carrying out the task.
<b>Least-to-most prompting</b>	Build-up in providing help from least level of prompting to highest level of prompting.
<b>Mand</b>	Request, question, or demand.
<b>Mastery criterion</b>	Necessary condition or score for achieving a particular learning goal.
<b>Modelling</b>	Setting an example by showing the behaviour yourself, to allow observation and imitation by the client or parent, for example.
<b>Momentary Time Sampling (MTS)</b>	Observing whether a behaviour occurs at fixed moments in time (e.g., every 30 seconds).
<b>Most-to-least prompting</b>	Decrease in providing help from highest level of prompting to least level of prompting.
<b>Motivating operation</b>	Increasing or decreasing the value or effectiveness of a consequence.
<b>Natural environment</b>	The environment in which individuals normally find themselves (daily).

<b>Naturalistic teaching</b>	A way of learning in which skills are taught in, or generalised to, the natural environment (i.e., in the situation or environment as it normally occurs).
<b>Negative punishment</b>	As a procedure, this is taking something away immediately after behaviour occurs. As an outcome, this refers to the reduction in the chance of that behaviour occurring again in the future.
<b>Negative Reinforcement</b>	As a procedure, this is taking something away immediately after behaviour occurs. As an outcome, this refers to the increase in the chance of that behaviour occurring again in the future.
<b>Noncontingent reinforcement (NCR)</b>	Giving a reinforcer regardless of/ or independently of the behaviour that occurs. Often used to reduce challenging behaviour.
<b>Overcorrection</b>	A procedure to reduce undesirable behaviour by practicing the appropriate behaviour in an exaggerated way.
<b>Pairing procedure</b>	Linking two stimuli by presenting them either simultaneously, or one after the other within a short time period.
<b>Partial interval recording</b>	Behaviour is noted as "present" when the behaviour occurs during any portion of a specified time interval, regardless of the frequency and duration of the behaviour.
<b>Permanent products</b>	Measuring behaviour through lasting effects/results in the environment.
<b>Pivotal response treatment (PRT)</b>	Teaching aimed at important key skills (e.g., social-communication, imitation).
<b>Positive punishment</b>	As a procedure, this is adding something immediately after the behaviour occurs. As an outcome, this refers to the reduction in the chance of that behaviour occurring again in the future.
<b>Positive reinforcement</b>	As a procedure, this is adding something immediately after behaviour occurs. As an outcome, this refers to the increase in the chance of that behaviour occurring again in the future.
<b>Premack principle</b>	The 'first/then' rule. According to this principle, you plan an activity that is experienced as enjoyable after an activity that is perceived as less enjoyable by the individual. It is also known as Grandma's Rule.
<b>Prompt</b>	This means offering help or support to the individual so there is an increased chance that he/she will perform certain behaviour.
<b>Prompt delay</b>	Waiting briefly (several seconds) before offering help or support, which gives the individual a chance to engage in the behaviour without help.
<b>Prompt dependency</b>	If you offer too much help, the individual may learn only to engage in the behaviour only if you help first.
<b>Prompt fading</b>	The gradual reduction of help, so that the individual learns to perform the behaviour independently.

<b>Prompt hierarchy</b>	Ranking the provision of help, with some forms of assistance being more intensive or greater than other forms of assistance.
<b>Punisher</b>	A punisher refers to a consequence following a behaviour, whereby something is added (see also positive punisher +) or taken away (see also negative punisher -) resulting in a decreased probability that the behaviour will occur in the future.
<b>Rate</b>	How often behaviour occurs within a set time.
<b>Redirection</b>	Directing someone to something else (another activity or other materials) to stop them from engaging in inappropriate behaviour.
<b>Reinforcer</b>	A reinforcer refers to a consequence following a behaviour, whereby something is added (see also positive reinforcer +) or taken away (see also negative reinforcer -) resulting in increased probability that the behaviour will occur in the future.
<b>Replacement behaviour</b>	Alternative behaviour that has the same meaning (function) as another behaviour.
<b>Response</b>	A specific, separate, well-defined behaviour.
<b>Response blocking</b>	Blocking or preventing the behaviour from occurring.
<b>Response cost</b>	One kind of negative punishment procedure, where something is taken away when undesired behaviour occurs (e.g., in a quiz a token is lost for the wrong answer).
<b>Rule-governed behaviour</b>	Behaviour determined by verbal rules rather than by direct experiences (see contingency-shaped behaviour).
<b>Self-management</b>	A strategy in which an individual adjusts his or her own environment in order to change his or her own behaviour.
<b>Shaping</b>	Teaching behaviour step by step, in small steps, by strengthening (reinforcing) each step until the ultimate target behaviour is achieved.
<b>Social significance</b>	The behavioural goal, the intervention, and the outcome are important and appropriate for the learner and/or the people in his or her social environment.
<b>Stimulus transfer</b>	Making a new/different stimulus occasion the behaviour instead of the original (e.g., problematic) stimulus. This is done by gradually adding a new stimulus or removing the original stimulus.
<b>Stimulus</b>	A stimulus is something in the environment that you hear, see, smell, taste and/or feel. It can be an object or something that someone or something does.
<b>Stimulus discrimination</b>	Seeing (perceiving), hearing, smelling, tasting, or feeling the difference between different stimuli.



<b>Tact</b>	Naming something you see, hear, smell, feel or taste. For example: seeing a ball and then saying or signing "ball".
<b>Target behaviour</b>	Behaviour that is the goal of the intervention. This behaviour will be actively monitored with the aim that it should occur more, or less often.
<b>Task analysis</b>	A list of steps that are necessary to achieve a larger, more complex skill.
<b>Three-term contingency</b>	A sequence of interconnected events consisting of an <b>A</b> ntecedent (which is what precedes the behaviour), the actual <b>B</b> ehaviour, and the <b>C</b> onsequence following the behaviour that influences the probability of the behaviour occurring again in the future. Sometimes this is referred to as the ABC of behaviour.
<b>Time-in</b>	The time when potential reinforcers are available (i.e., someone can get access to attention, objects, and other things that may function to reinforce a behaviour).
<b>Time-out</b>	The time when potential reinforcers are not available (i.e., someone does not have access to attention, objects and/or other things that may function to reinforce a behaviour).
<b>Token economy</b>	Strengthening behaviour by using a token (e.g., points, money, vouchers that can be exchanged for a larger reinforcer later).
<b>Verbal behaviour</b>	All behaviours that aid the communication towards what the individual does or does not want, or his/her needs. This can be in the form of talking, gesturing, using pictures, or writing.
<b>Verbal operant</b>	When language is assessed, we need to know not only how much is occurring, but how it is used. Verbal operants are defined by the Antecedent, Behaviour, Consequence relations. For example, saying 'apple' when asked to name something is different from saying 'apple' when you want one because you are hungry.
<b>Vocal behaviour</b>	Vocal behaviour is spoken communication while verbal behaviour refers to all kinds of communication, vocal and non-vocal.
<b>Whole interval recording</b>	Behaviour is noted as 'present' as soon as the behaviour occurs during the entire predetermined time interval.