

Glossary

ABC (antecedent–behavior–consequence) analysis—Paradigm in which a relationship exists among the (A) antecedents or events that happen before the (B) behavior occurs, and the (C) consequences or events that follow the behavior.

anxiety—Feeling resulting from an inability to effectively respond to environmental demands.

attention deficit hyperactivity disorder (ADHD)—Condition related to brain function; often associated with behavior problems and symptoms of anxiety, difficulty focusing, and concentrating.

autism spectrum disorder (ASD)—Umbrella term for numerous developmental disabilities that significantly affect social interaction and verbal and nonverbal communication.

aversive stimulus—Stimulus condition whose termination functions as reinforcement and typically involves some discomfort, either physical or psychological.

back to the wall—Safety strategy. An instructor or coach stands at a boundary, such as at the wall of the gym or edge of the playing field, to better scan the area and see the entire group.

baseline behavior—Present level of performance.

behavior—Observable actions or conduct of a person.

behavior management—Process that involves both the science and art of systematically applying evidence-based prevention and intervention techniques to enhance the probability that another person or group will develop socially acceptable behaviors as well as develop self-discipline, responsibility, self-direction, and character in order to create an environment that is conducive to learning.

behavioral approach (see also operant conditioning)—includes methods that involve manipulating the environment (such as reorganizing the physical or social environment) or consequences to a behavior.

behavioral disorder—Refers to exhibiting one or more of the following characteristics over a long period of time: (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate types of behavior or feelings under normal circumstances; or (d) a general pervasive mood of unhappiness or depression, or tendency to develop physical symptoms or fears associated with personal or school problems.

behavioral intervention—Intervention that increases, prevents, or decreases the target behavior.

behavioral intervention plan (BIP)—Document similar to an IEP consisting of strategies to address specific behaviors that significantly interfere with a participant's learning.

1 From B.W. Lavay, R. French, and H.L. Henderson. 2016, *Positive behavior management in physical activity settings web resource*, 3rd ed. (Champaign, IL: Human Kinetics).

biophysical approach—Method based on the premise that behavior is not merely environmental, but is often related to biological variables such as genetic abnormalities, neurological impairments, chemical imbalances, and diet.

bullying—Repeated exposure to purposeful attempts to injure or inflict discomfort and pain on another person through words, physical contact, gestures, or exclusion from a group.

catch them being good (*see also positive pinpointing*)—Reinforcement or recognitions of participants for appropriate behavior.

character education—Deliberate effort to help others understand, care about, and act on core ethical values.

childhood obesity—Medical condition in which a child or adolescent is significantly above the expected weight based on his or her age and height.

completion-contingent rewards—Rewards earned for completing a task.

conflict management—Methods that teach concepts and skills for preventing, managing, and peacefully resolving conflicts.

continuous recording—Observation of a behavior during the entire specified period; includes counting the number of times or minutes the behavior occurs.

continuous reinforcement—Reinforcement that is provided each time the appropriate behavior occurs.

contract—Verbal or a written agreement between two people stating the desired behavior or performance improvement over a specific period of time.

corporal punishment—Use of physical force with the intention of causing a person to experience pain, but not injury, for the purpose of correction or behavior control.

corrective methods—Intervention procedures in which a pleasurable stimulus is removed or an aversive stimulus is presented as a consequence of a behavior in order to decrease the future frequency of occurrence of that inappropriate behavior.

crisis intervention—Methods used to provide immediate, short-term help to those who are experiencing emotional, mental, physical, or behavioral distress or problems.

cyberbullying—Bullying that occurs when a child, preteen, or teen is tormented, threatened, harassed, humiliated, embarrassed, or otherwise targeted by another child, preteen, or teen using the Internet, interactive and digital technologies, or mobile phones.

define the behavior—First step in the behavioral change process, defining the observable, measurable behaviors to be changed.

differential reinforcement—Positive way to decrease inappropriate behavior by reinforcing an appropriate behavior.

differential reinforcement of a low rate of behavior (DRL)—Reinforcement when a problem behavior occurs less often than a specified amount in a period of time.

differential reinforcement of alternative behavior (DRA)—Reinforcement of a behavior that is an alternative to the problem behavior.

differential reinforcement of incompatible behavior (DRI)—Reinforcement of a behavior that is incompatible with the problem behavior, meaning a participant could not do both behaviors simultaneously.

differential reinforcement of the omission of behavior (DRO)—Reinforcement when a problem behavior does not occur during a specified period of time.

direct discussion—two people talking face-to-face about a problem behavior.

discipline—Control gained by requiring that rules or orders be obeyed and by punishing behavior that does not follow rules or orders.

display board—Portable, visual, economical, and practical way to make behavior management information visible: rules, motivational slogans, names of students of the week, levels of self-responsibility, or folders with reinforcements such as stickers or certificates.

Down syndrome—Congenital disorder caused by a chromosomal abnormality causing an intellectual disorder and physical conditions (e.g., short stature, broad facial features).

duration behavior—Length of time in minutes or seconds that a behavior occurs.

enforceable limits—Strategy used in love and logic where a participant is provided options for behaviors or actions and informed of the consequences for decisions; provision of choices within limits.

engagement-contingent rewards—Rewards earned for attending and responding to the actual instruction.

ethical—Concept that relates to what is good and bad based on what is a person's or a group's beliefs.

evaluation phase—Final phase of a class, practice, or program when a teacher or coach reflects on the effectiveness of his or her plan.

expectations—Appropriate behaviors for a physical activity setting. Setting expectations includes identifying inappropriate behaviors.

extinction—Ignoring the undesirable behavior. The withholding of reinforcement when an inappropriate behavior occurs in order to decrease the occurrence of that behavior in the future; can also be called planned ignoring.

extrinsic reinforcement—External recognition or support that comes from outside sources and resides outside a person, usually in the form of a reward such as a trophy or sticker.

fixed-interval reinforcement—Reinforcement of the behavior after a specific, predetermined period in which the behavior occurs.

fixed-ratio reinforcement—Reinforcement of the behavior after a specific or predetermined (fixed) number of times the behavior occurs.

frequency behavior—Number of times or frequency a particular behavior or event occurs within a specific period.

functional behavioral analysis (FBA)—Evidence-based, analytical process based on observations, review of records, interviews, and data analysis for revealing the function of a behavior and contributing factors.

gender bullying—Bullying that harasses people because they do not demonstrate characteristics that are socially and culturally identified with their sex.

group contingency—Presentation of a highly desired reinforcer to a group based on the behavior of the group as a whole or one person.

group time-sampling recording—Method used to predict the duration or percent of time a group is doing a particular behavior during a specified period.

huddle—Group discussion about character-building activities, including discussions about key words (e.g., respect, honesty, trust).

humanistic approach—Focus on the development of self-concept, interpersonal relationships, personal and social responsibility, and other qualities of good character; requires understanding the psychological or underlying causes of behavior, developing a trusting relationship with the participants, and teaching self-control.

hustle prompt—Verbal or nonverbal signal that reminds participants to remain on task or hustle in order to quicken the pace.

ignoring—Refusal to pay attention to; a decision to disregard.

individualized time-sampling recording—Method used to predict the duration or percent of time a participant is doing a particular behavior during a specified period of time.

instruction phase—Part of a class or practice that includes all the tasks that occur once participants enter a physical activity setting.

instructional proximity—Technique whereby a physical activity professional can circulate among the group and casually move toward those who are being disruptive to help get them back on task.

intellectual disability—Refers to a condition in which someone (a) exhibits significant below-average intellectual functioning that manifests in academic performance and learning issues and (b) has deficits in adaptive behaviors; these must occur before 18 years of age.

intermittent reinforcement—Reinforcement that is provided at specific, scheduled times when the appropriate behavior occurs.

interobserver reliability—Degree to which two or more independent observers agree on what they observe and record.

interval reinforcement—Reinforcement that depends on the period in which the behavior occurs.

interval-duration recording—Observation and recording of the duration of time a behavior occurs during each specific or randomly predetermined observation session (interval).

interval-frequency recording—Observation and recording of occurrences of a behavior during each specific or randomly predetermined observation session (interval).

intrinsic reinforcement—Internal, intangible feeling of accomplishment that resides internally within a person, such as taking pride in successfully completing a task.

learning—Relatively long-term change in behavior that occurs because of experience.

love and logic—Positive humanistic behavior management method of providing people with positive steps for taking ownership of and solving their own problems.

managerial task—Operational procedure to follow to complete the organizational and behavioral aspects of all the common and frequently recurring tasks taking place in a physical activity setting.

medication—Substance prescribed to treat a disease or to relieve pain.

moral—Concept that relates to the right or wrong of meeting or exceeding professional and societal standards.

motivator—Way of greeting everyone with enthusiastic verbal and physical actions as they come into a class, practice, or activity.

music—Medium that may engage the entire brain to improve behavior and methods.

negative discipline—Usually reactive behavior related to having participants run laps or perform other tasks as a result of a misbehavior.

negative reinforcement—Technique in which an ongoing aversive stimulus is removed as a consequence of a behavior, resulting in an increase in the future occurrence of that behavior. A response or behavior is strengthened by stopping, removing, or avoiding a negative outcome or aversive stimulus.

noncontingent rewards—Rewards given without an antecedent behavior; the person does not have to participate or even respond appropriately to the instruction.

nonverbal reinforcers—Nonverbal indicators such as a smile or a high five that are often used as social reinforcement.

operant conditioning (*see also* **behavioral approach**)—Process in which the frequency of occurrence of a behavior is modified by the consequences, which is a stimulus change that follows the given behavior and alters the frequency of that behavior.

orientation—Part of a class or practice that includes a discussion of all program expectations and routines.

overcorrection—method in which a participant or group is required to engage in repetitive appropriate behavior as a penalty for having displayed an inappropriate behavior.

overlapping—Ability to attend to more than one task at the same time.

performance-contingent rewards—Rewards earned for demonstrating a specific level of performance.

physical activity reinforcement—Choices of activities provided for performing the desired behavior (e.g., playing with or on a favorite piece of equipment, participating in a favorite game).

physical bullying—Bullying that involves hurting a person's body or possessions.

physical restraint—Any physical method of restricting a person's freedom of movement.

positive behavioral support (PBS)—Proactive and evidence-based approach in developing, implementing, and evaluating student behavioral intervention plans.

positive discipline—Focuses on modeling positive behavior and ensures student or player input in the development of class or team rules.

positive pinpointing (*see also* **catch them being good**)—Identification of participants who are demonstrating the skill correctly or the behavior appropriately.

positive reinforcement—The offering of a positive stimulus or something valued as a consequence of a desired behavior, resulting in an increase in the frequency of that behavior.

positive-practice overcorrection—Method in which a participant or group repeatedly practices performing a behavior appropriately as a consequence of performing it inappropriately.

practice—Repeated exercise or performance of an activity to acquire or maintain it.

preinstruction phase—Phase that occurs before a program actually begins.

Premack principle—Use of more preferred, highly reinforcing, or valued activities (e.g., shooting a basketball) that are contingent on completing less preferred activities (e.g., performing volleyball drills).

primary reinforcers—Those satisfy a biological need, such as food when hungry or water when thirsty.

principles—Social rules of conduct based on ethical behavior and conduct.

privilege—Special benefit or right that is granted to a student or player (e.g., distributing equipment, being a squad or exercise leader, using a computer tablet to choose class activities, receiving a visit from a star athlete, being a peer tutor).

proactive—Act of anticipating and preparing for problem behaviors before they occur.

prompt—Cue or reminder used to assist a participant in recognizing when to perform a desired behavior.

psychopharmacological medication—Substance used as a means to modify behaviors caused by deficiencies in the central nervous system.

public posting—Public recognition or the posting the names of participants or groups that have successfully performed the desired behavior.

punishment—Often used to describe methods that are implemented to decrease the future occurrence of inappropriate behaviors; usually punitive measures with no positive learning or reinforcement component.

ratio reinforcement—Reinforcement that depends on the number of times the behavior is demonstrated.

reflection time—Opportunity identified within class, practice, or program for participants to make decisions; consider their feelings, thoughts, attitudes, intentions, and behaviors; and determine the level at which they think they are operating.

reinforcement—Consequence of a behavior that results in an increase in the likelihood that that behavior will occur in the future.

reinforcement menu—Visual list of items, usually posted, that participants can choose from when they earn a reinforcer.

relational or social bullying—Bullying that involves hurting someone's reputation or relationships.

relational time—Interactions between participants and a physical activity professional.

relaxation training—Method used primarily to provide better concentration and relieve anxiety.

reparation—Correction method that requires a participant to pay for his or her misbehavior with money or time.

response cost—Withdrawal of a certain amount of extrinsic reinforcement contingent on the occurrence of an inappropriate behavior in order to decrease the future occurrence of that behavior.

response to intervention: behavior (RTI:B)—Program that provides a problem-solving system to prevent and modify inappropriate behavior, as well as teach and reinforce appropriate behaviors.

restitutional overcorrection—Method in which a participant is required to rectify the situation by returning the environment to an improved state.

routine—Predetermined operational procedure that occurs frequently and guides behaviors during a class, practice, or program, such as entering and exiting the physical activity area.

secondary reinforcers—Types of reinforcement that people have learned to like, such as shooting a basketball successfully, or receiving stickers or a trophy.

self-evaluation—Process in which a person compares his or her behavior to a set of criteria (i.e., rubric) and then makes a judgment as to whether a behavior meets the criteria or not.

sexting—Cyberbullying in which people share compromising pictures or videos of themselves and others either by texting or using other electronic media.

shaping—Process by which performance of each small step toward or approximation of the expected behavior is reinforced.

signal—Verbal or visual sign to start, stop, or get everyone's undivided attention.

specific learning disability—Disorder in one or more basic psychological processes involved in the understanding or use of spoken or written language; may be indicated by an impaired ability to listen, think, speak, read, write, spell, or do math.

sporting behavior—Unifying moral concept that describes good character in sport: respect for teammates, for coaches, for the opponent, for the officials, and for the game.

stress—Anxiety-inducing inability to effectively respond to environmental demands.

tangible reinforcers—Consumable or material objects a person wants, such as food, stickers, medals, or certificates used as consequences to increase the desired behavior.

target behavior—Measurable behavioral objective specifying how an instructor or coach expects a participant to be performing after the intervention has ended.

task analysis—Process by which a behavior is broken down into smaller, well-defined parts or steps.

teacher radar—Ability to be alert to everything that is happening and to make good decisions about what to respond to and what to ignore.

teaching personal and social responsibility (TPSR) model—Student-centered approach that facilitates development of personal and social responsibility in each person.

tension—Form of emotional worry often mental in origin but manifesting physically.

time-out—Procedure in which the opportunity to receive extrinsic reinforcement is removed or a participant is removed from a reinforcing environment for some time contingent on having committed a certain undesirable behavior.

token economy system—Delayed method of reinforcement in which participants receive tokens immediately following successful performance of the desired behavior; tokens can later be exchanged for rewards.

tolerance level—Level to which a behavior can be allowed before it becomes unbearable.

transitions—Signals to participants when to move from one activity area to the next.

traumatic brain injury (TBI)—Permanent injury caused by an external physical force leading to a concussion, contusion, or hemorrhage.

unexpected rewards—Rewards earned after a specific level of performance is exhibited even though the reward was not expected.

variable-interval reinforcement—Reinforcement of the behavior after a changeable (variable) period in which the behavior occurs.

variable-ratio reinforcement—Reinforcement of a behavior after a changeable (variable) number of times the behavior occurs; schedule of reinforcement changes constantly.

verbal bullying—Bullying that involves saying or writing mean things about another person.

verbal reinforcers—Words or statements such as general or specific compliments that are often used as social reinforcement.

verbal reprimand—Telling a participant that the behavior he or she exhibited was unacceptable and why.

visual imagery—Relaxation training method often used for reducing stress and anxiety, increasing focus, and enhancing increased self-confidence.

with-it-ness—Being so closely attuned to participants' actions that problems can be anticipated and prevented before they occur or become serious.

yoga—Specific types of mental and physical exercises that support stretching, stress reduction, and relaxation.

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0 *resource*, 3rd ed. (Champaign, IL: Human Kinetics).