Chapter 8
Progress Monitoring

Abstract Monitoring a child's progress toward a predetermined goal is critical in ensuring the effectiveness of intervention. This chapter describes the importance of progress monitoring as it relates to the problem-solving process, explains the various methods of tracking progress, and guides practitioners in the selection of appropriate progress monitoring tools.

Keywords Response to intervention • Problem solving • Rating scales • Behavioral observation • General outcome measurements • Individual growth and developmental indicators for infants and toddlers • Naturalistic observation • Systematic direct observation

Introduction to Progress Monitoring

Engaging in evidence-based practice means that providers select interventions because of the benefit they offer to targeted problems. However, implementing evidence-based interventions does not guarantee desired outcomes. Therefore, progress must be monitored in order to evaluate whether an intervention is working as intended.

Progress monitoring refers to the practice of using data to measure growth toward a specified goal. This process helps us to answer such questions as, "Is this program or intervention working?", "Has the child gained skills since the last assessment?", or "Does the child require additional or different interventions?". If the data reveals positive change, there is evidence for continuing the intervention. If the data display no change or negative change, the intervention should be adjusted. Progress monitoring ensures that valuable resources are not wasted on ineffective interventions, and that children do not fall further behind as a result.

Progress monitoring data can be captured using an existing tool or practitioners can design a progress monitoring method specific to the targeted concern. Regardless

Table 8.1 Using the problem-solving process

Case study: Ethan	
Background information	
Ethan is not talking yet, even though he is almost 3 years old	
Problem identification	Comparing Ethan's speech and language skills to language milestones suggests a delay. He has a vocabulary of about 10–15 words, shows little interest in imitating sounds, and does not answer to his name. He is unable to follow one-step commands without prompting
Problem analysis	Audiology results indicate that Ethan has normal hearing for speech sounds. Developmental assessment indicates significant delays in receptive and expressive language skills, but otherwise typical development. An oral-motor exam was also normal. The assessment team decides that Ethan needs help to improve receptive and expressive skills
Intervention implementation	The picture exchange communication system (PECS) is an augmentative communication system developed to help children who do not use speech or who may speak with limited effectiveness, quickly acquire a functional means of communication (Bondy & Frost, 1994). Parents and the interventionist work together to identify Ethan's preferences, and begin to implement this intervention at home and in other settings. They will teach Ethan to point to pictures for requests. Pointing is immediately praised by the caregiver, who also models the spoken word for the request
Progress monitoring	Parent and interventionist both tally the number of requests Ethan makes using pictures. New pictures are added as Ethan expands his vocabulary. Eventually, Ethan's use of spoken words for requests will be tallied

of the method, progress monitoring data documents the development of new skills over a period of time. These new skills are often referred to as replacement skills or desired behaviors. Along with tracking desired behavior, progress monitoring measures the reduction of the undesirable or problematic behavior. For example, an intervention may be designed to improve a child's bedtime habits. To progress monitor the effectiveness of this intervention, a parent may record the number of minutes it takes the child to stop crying after being put to bed (e.g., reduction of the undesirable behavior) as well as the total hours that the child sleeps without waking (e.g., increase in desired behavior or new skills). Data can also be collected to track changes in an adult's behavior. For example, a parent might be asked to document the number of positive statements he or she uses to encourage his or her child's prosocial behavior. By tallying this number and graphing the data, he or she can see if his or her use of positive statements is increasing.

Progress monitoring tools are different from screening instruments or comprehensive assessments. Progress monitoring tools measure only specific skills and serve as indicators of growth toward a predetermined outcome or goal. Because we want to track the development of new skills, it is ideal to measure both the undesirable and desired behavior. However, if it is feasible to measure only one behavior it is recommended that the replacement behavior be progress monitored. An example of how progress monitoring is incorporated within the problem-solving process appears in Table 8.1.

Progress Monitoring Methods

There are several ways to monitor whether a child is exhibiting a particular behavior. These include commercial rating scales and individual behavioral observations. These two broad methods of progress monitoring are described in the following sections.

Rating Scales

Commercial rating scales rely on parent or caregiver reports of the frequency or intensity of a child's behavior. Rating scales typically describe specific behaviors and require a person to answer whether or not a child exhibits that behavior. For example, one question on a rating scale may be, "Does the child follow one step commands during play?" Rating scales often ask parents to rate how frequently a behavior occurs. For example, a parent may be asked to respond to the question posed previous ("Does the child follow one step commands during play?") with "never," "sometimes," "often," or "very often." Rating scales can be completed by the parent independently or through an interview between the examiner and the parent, and the child need not be present during the administration. These instruments are particularly useful when considering that some child behaviors might not occur outside of the family setting (e.g., toilet training, sleeping habits). However, since rating scales are based on parental report, the accuracy of the data depends on whether the parent was present when the behavior occurred as well their memory of the child's behavior. Therefore, it is important to ask the parent or person who spends the most time with the child to complete items to ensure the most accurate data.

The Ages and Stages Questionnaire: Social Emotional (ASQ-SE) and Assessment, Evaluation, and Programming System for Infants and Children-Second Edition (AEPS) are examples of commercially produced rating scales that may be appropriate for progress monitoring, and are described below.

Ages and Stages Questionnaire: Social Emotional (ASQ-SE)			
Domain and goal:	Social/emotional development (i.e., self-regulation, compliance, communication, adaptive behaviors, autonomy, affect, and interaction with people)	For:	3–66 months of age
Type:	Rating scale	Length:	10–15 min to administer 2–3 min to score
Description:	The ASQ-SE can be used as a screener and/or for progress monitoring. There are 8 different parent questionnaires spanning across the age range		
Strengths:	Available in Spanish; simple and easy to follow (Vacca, 2005)	Limitations:	Generalizability of scores across gender, race, and ethnicity is unknown (Vacca, 2012)

Assessment, Evaluation, and Programming System (AEPS) for Infants and Children (Second Edition)

Domain and goal:	Motor skills, adaptive functioning, cognitive development, communication, and social/emotional development	For:	Birth to 6 years old
Type:	Observation and/or rating scale	Length:	1–2 h for initial assessment, 15–30 minutes for subsequent assessments
Description:	A criterion-referenced tool that evaluates a child's developmental progress of functional skills across the different domains. Each domain is divided into discrete objectives or skills leading up to specific goals for that domain. Based on parent report, observation, or direct elicitation of skills from the child, the examiner records whether the child consistently performs, inconsistently performs, or does not perform the skills. Can be re-administered at 3- or 4-month intervals		
Strengths:	Complete systematic assessment has direct links to intervention planning (Bagnato, Neisworth, & Munson, 1997; Horn, 2003; as cited in Van Haneghan, 2009). Can be re-administered at 3- or 4-month intervals	Limitations:	Initial entire assessment can be time-consuming to administer and expertise in assessment domains is recommended (Van Haneghan, 2009)

Behavioral Observations

Progress monitoring can also be performed by directly observing a child's behavior. There are a number of different methods of observing behavior. Some methods are more informal and entail writing down everything one observes in a narrative format. Other behavioral observation methods are more systematic and include carefully specified procedures. For example, one might document the number of 10 seconds intervals during which a child was actively watching the teacher or following along in class. This type of behavioral observation is often referred to as systematic direct observations (SDO) and is more reliable than narrative recording of a child's behavior. These methods will be discussed in more detail later in this chapter. Additionally, there are already-made tools available for behavioral observations or practitioners can create their own. Both types are described below.

Existing Tools

Several observation tools are already available for progress monitoring the development of young children. Although it can be helpful to progress monitor one specific behavior (such as a child's hours of sleep per night or number of spoken words), it

may be even more valuable to measure a child's progress toward important developmental outcomes. General Outcome Measurements (GOMs) are progress monitoring assessments used to evaluate growth toward key developmental skills. GOMs are unique in that these tools are sensitive to improved performance on the same developmental skills, rather than simply whether or not a child has achieved mastery on a number of different skills. Individual Growth and Developmental Indicators for Infants and Toddlers (IGDIs) are examples of GOMs designed for young children (Walker, Cartta, Greenwood, & Buzhardt 2008). Preschool IGDIs are also available. The IGDIs include a coding system and graphing to progress monitor skills in developmental domains.

IGDIs are available for use for the following domains of development: adaptive functioning, communication, motor skills, cognitive development, and social/emotional development. The following are examples of IGDIs that may be used to progress monitor a child's early development in different areas.

Early Problem-Solving Indicator (EPSI; Greenwood, Walker, Carta, & Higgins, 2006)			
Domain and goal:	Cognitive development: "Child solves problems that require reasoning about objects, concepts, situations, and people"	For:	Birth to 4 years
Type:	Observation	Length:	6 min
Description:	During administration of the EPSI, an adult familiar to the child engages in play with the child and one of the three toys selected to evoke problem-solving behaviors from the child (i.e., a pop-up toy, stacking toys, and a drop tower). The adult presents each toy for 2 min (for a total administration time of 6 min) while another adult records the child's behavior by observing how the child interacts with the toys and whether he or she uses the toys for his or her intended purposes. Key skill elements consist of *look* (looking at the toy), *explore* (manipulating, rubbing, touching, etc., the toy), *function* (making the toy perform its intended function), and *solution* (engaging in a fluid sequence of skills with a toy leading to its intended objective)		
Strengths:	Administration and scoring materials and training documents are available free of charge on the IGDIs Web site	Limitations:	Not yet reviewed
Web site:	http://www.igdi.ku.edu/index.htm		

Early Communication Indicator (ECI; Greenwood, Carta, Walker, Hughes, & Weathers, 2006)			
Domain and goal:	Communication: child's expressive communication skills including gestures, vocalizations, single-word, and multiple-word utterances	For:	Birth to 3 years
Type:	Observation	Length:	6 min for administration
Description:	The ECI involves play between the child, a familiar adult, and a toy. The adult's play should encourage the child to interact with the toy and the adult. A second adult observes and scores the interactions by tallying the frequency of gestures, vocalizations, single-word, and multiple-word utterances made by the child, or the administration can be videotaped for later scoring		

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Early Communication Indicator (ECI; Greenwood, Carta, Walker, Hughes, & Weathers, 2006)

Strengths:	Accommodations can be made for children with sensory/physical problems and for Spanish-speakers; administration and scoring materials and training documents are available free of charge on the IGDIs Web site	Limitations:	Not yet reviewed
Web site:	http://www.igdi.ku.edu/index.htm		

Early Movement Indicator (EMI; Greenwood, Luze, Cline, Kuntz, & Leitschuh, 2002)

Domain and goal:	Motor skills: "The child moves in a fluent and coordinated manner to play and participate in home, school, and community settings"	For:	Birth to 3 years
Type:	Observation	Length:	6 min
Description:	EMI administration involves a familiar adult engaging the child in play with a toy intended to evoke movement from the child. A second adult records the child's movement by coding the key skills (transitional movements, grounded locomotion, vertical locomotion, throwing/rolling, catching/trapping) the child demonstrates		
Strengths:	Administration and scoring materials and training documents are available free of charge on the IGDIs Web site	Limitations:	Not yet reviewed
Web site:	http://www.igdi.ku.edu/index.htm		

Early Social Indicator (ESI; Carta, Greenwood, Luze, Cline, & Kuntz, 2004)

Domain and goal:	Social/emotional development: "Child interacts with peers and adults, maintaining social interaction and participating socially in home, school, and community"	For:	Birth to 3 years
Type:	Observation	Length:	6 min
Description:	The ECI consists of an adult (familiar to the child), child, and a child's peer to engage with different toys for 6 min while another adult codes and scores the child's behavior. ECI key skill elements vary across three dimensions: verbal/nonverbal communication, target of communication (adult or peer), and positive/negative interaction		
Strengths:	Administration and scoring materials and training documents are available free of charge on the IGDIs Web site	Limitations:	Not yet reviewed
Web site:	http://www.igdi.ku.edu/index.htm		

Indicator of Parent–Child Interaction (IPCI; Baggett & Carta, 2006)

Domain and goal:	Parent interaction: child interactions with caregivers should promote positive child social-emotional behaviors	For:	Birth to 3 years
Type:	Observation	Length:	8–10 min

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Indicator of Parent–Child Interaction (IPCI; Baggett & Carta, 2006)			
Description:	The IPCI is a progress monitoring tool for evaluating parent and child interactions in response to an intervention. IPCI administration involves a parent interacting with the child in common activities, such as free play, book reading, dressing, and a distraction test. During these interactions, behaviors in four domains are documented: parent/caregiver supporting behavior, parent/caregiver interrupting behavior, child engagement, and child reactivity/distress		
Strengths:	Administration and scoring materials and training documents are available free of charge on the IGDIs Web site	Limitations:	Not yet reviewed
Web site:	http://www.igdi.ku.edu/index.htm		

General Outcome Measurements for Preschool

The following IGDIs were designed to assess and monitor the progress of emerging literacy skills and are appropriate for children 3–5 years of age. These IGDIs tap skills in vocabulary and phonemic awareness, which are predictors of later reading achievement.

Picture Naming (McConnell, McEvoy, & Priest, 2002)			
Domain and goal:	Vocabulary (early literacy)	For:	Three to five years of age
Type:	Observation	Length:	2 min to both administer and score
Description:	The examiner presents the child with different pictures of common items found at home, school, and the community one at a time. The child is asked to name the pictures as fast as possible. The examiner counts the total number of correctly identified pictures after that 1 min		
Strengths:	Clear scoring guidelines; colorful and appealing materials; user-friendly Web site (Wackerle, 2007)	Limitations:	Some responses to items may not be accepted as correct (e.g., "sofa" is incorrect for a picture of a couch; Wackerle, 2007)
Web site:	http://www.myigdis.com/		

Alliteration (McConnell, Priest, Davis, & McEvoy, 2002)			
Domain and goal:	Phonemic awareness (early literacy)	For:	Three to five years of age
Type:	Observation	Length:	3 min to both administer and score

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Alliteration (McConnell, Priest, Davis, & McEvoy, 2002)			
Description:	The examiner shows the child a picture of a common word and then shows three other pictures. The child is asked to point to which of the three other pictures starts with the same sound as the first picture. After 2 minutes, the examiner totals how many pictures the child correctly identified		
Strengths:	Clear scoring guidelines; colorful and appealing materials; user-friendly Web site (Wackerle, 2007)	Limitations:	Some items may be somewhat obsolete for today's children (e.g., illustration of jacks and a ball; Wackerle, 2007)
Web site:	http://www.myigdis.com/		

Rhyming (McConnell et al., 2002)			
Domain and goal:	Phonemic awareness (early literacy)	For:	3–5 years of age
Type:	Observation	Length:	Approximately 3 min to both administer and score
Description:	The examiner shows the child a picture of a common word and then shows three other pictures. The child is asked to point to which of the three other pictures sounds the same as (or rhymes with) the first picture. After 2 minutes, the examiner totals how many pictures the child correctly identified		
Strengths:	Clear scoring guidelines; colorful and appealing materials; user-friendly Web site (Wackerle, 2007)	Limitations:	Some items may be somewhat obsolete for today's children (e.g., illustration of jacks and a ball; Wackerle, 2007)
Web site:	http://www.myigdis.com/		

Creating Your Own Progress Monitoring Tool

As is often the case in early intervention, a practitioner may find that they need to design a progress monitoring tool specific to the unique needs presented by the child and caregivers. There are generally two observation techniques that one can employ for progress monitoring of specific behaviors: naturalistic observation and systematic direct observations. Both methods are described below.

Naturalistic Observation

A narrative recording is an informal naturalistic observation. Narrative recording involves writing down everything observed to create a descriptive, time-sequenced account of all behaviors. Particular attention is paid to the target behaviors and

anything that happens before (antecedents) and after (consequences) the target behavior occurs. This detailed narrative can then be analyzed to identify the pattern of behavior leading up to and following the target behavior.

To conduct a narrative recording, follow these four steps:

1. Set aside a 20–30 min period to continuously observe the child. Have several sheets of paper and a writing utensil. Try to be as unobtrusive as possible to avoid the child behaving differently than normal because he or she is being observed.
2. Write down everything the child does and says and everything that happens to the child. Only the observed behaviors should be recorded, not interpretations of behaviors. It can also be helpful to make notes of relevant aspects of the environment (e.g., number of children or adults present and their placement). The following is an excerpt of a narrative recording:

> Ethan stacks up colored blocks on top of one another. Ethan says to his mom, "Look." Ethan's mom looks at Ethan and says, "Good job, Ethan. What are those called?" Ethan says, "Blocks." Ethan's mom smiles and says, "That's right! They are blocks. What color is this one?" Ethan's mom picks up a green block. Ethan says, "Green!" Ethan's mom smiles and says, "Good boy! This one is green. What color is this one?" Ethan's mom holds up a yellow block. Ethan pauses. Ethan says, "Blue." Ethan's mom says, "No, this is not a blue block, Ethan. Try again. What color is this block?" Ethan says, "Yellow?" Ethan's mom smiles and says, "Yes! Good job!"

3. After the observation period is over, the narrative can be organized into Antecedents (what happened before a behavior), Behavior, and Consequences (what happened after a behavior). A chart is often useful for this purpose. The ABC chart is focused on the child's behavior. Also keep in mind that the consequence of one behavior may serve as the antecedent of the next behavior. Table 8.2 below shows how the above narrative recording would be put into an ABC chart (Sample in Appendix B, C):
4. By looking at this ABC Chart, one can identify antecedents/triggers or what happens before Ethan says a word, and consequences or responses from others that are reinforcing the behavior. From analyzing this chart, one could hypothesize that Ethan's use of words is reinforced by his mother's attention (looking, descriptive words, praise, etc.), and in addition, more words are prompted by his mother's interactions.

Narrative recordings can be a very useful observation technique, particularly for understanding why a behavior is occurring by looking at factors that may trigger and reinforce the behavior. This observation technique allows the observer not only to record the child's behavior but also to consider the environmental factors that

Table 8.2 Example ABC chart

Antecedent (A)	Behavior (B)	Consequence (C)
Ethan stacks up colored blocks on top of one another	Ethan says to his mom, "Look"	Ethan's mom looks at Ethan and says, "Good job, Ethan. What are those called?"
Ethan's mom looks at Ethan and says, "Good job, Ethan. What are those called?"	Ethan says, "Blocks"	Ethan's mom smiles and says, "That's right! They are blocks. What color is this one?" Ethan's mom picks up a green block
Ethan's mom smiles and says, "That's right! They are blocks. What color is this one?" Ethan's mom picks up a green block	Ethan says, "Green!"	Ethan's mom smiles and says, "Good boy! This one is green. What color is this one?" Ethan's mom holds up a yellow block
Ethan's mom smiles and says, "Good boy! This one is green. What color is this one?" Ethan's mom holds up a yellow block	Ethan pauses. Ethan says, "Blue"	Ethan's mom says, "No, this is not a blue block, Ethan. Try again. What color is this block?"
Ethan's mom says, "No, this is not a blue block, Ethan. Try again. What color is this block?"	Ethan says, "Yellow?"	Ethan's mom smiles and says, "Yes! Good job!"

contribute to the target behavior. As such, this type of observation is often used during the problem analysis phase of problem solving in order to collect more information about why a problem is occurring. Although this observation method may be useful when progress monitoring in some circumstances, it may not be the most efficient method of observation for progress monitoring purposes. Specifically, narrative observation can be more time-consuming than other observation methods and it can also be difficult to quantify the behaviors observed during a narrative recording. In other words, it can be challenging to systematically compare multiple narrative observations making it difficult to objectively evaluate progress toward a goal.

Systematic Direct Observations

Systematic Direct Observations (SDO) offer a more precise account of progress toward a goal. Generally speaking, SDO involves observing and recording whether or not a specific behavior occurs. To conduct an SDO the desired behavior must first be identified. As described in previous chapters, the behavioral description for a target behavior must be clear, specific, and complete. Because behaviors can be described and measured in several different ways, or dimensions, the particular dimension of behavior to measure should be selected. Commonly used dimensions that can measure behavior include count, frequency/rate, duration, magnitude, and latency. Please see Table 8.3 for definitions and examples of each dimension.

When behaviors occur continuously or on a very frequent basis, tallying the occurrence of every single instance of the behavior may not be feasible. Fortunately,

Table 8.3 Common dimensions of behavior

	Definition	Behavioral example	Example with Ethan
Count	The number of occurrences of a behavior	The number of bites of food a child eats at dinner	Ethan's mother counts the number of words Ethan utters each day
Frequency/rate	The number of occurrences of a behavior within a specific amount of time	The number of labeled praises a parent uses in 15 min	Practitioner observes Ethan and mother play and counts number of labeled praises used in 15 min
Duration	The amount of time a behavior occurs	The number of hours a child sleeps each night	Ethan's mother documents the number of hours Ethan sleeps each night over a week
Magnitude/intensity	The intensity or force with which a behavior is produced	The loudness of a child's vocalizations (i.e., mumbling versus talking loudly)	Ethan's mother rates the volume of Ethan's speech on a rating scale from 0 to 5
Latency	The elapsed time between a prompt and a behavioral response	Number of seconds between an adult's command ("Pick up your toys") and the child's compliance	Ethan's mother records the time it takes for Ethan to respond to this direct command

there are observation methods that do not require measuring the count, duration, etc., of each instance of the behavior. Instead, these methods involve collecting samples of behavior to estimate its occurrence. Time sampling involves observing and recording behavior during specific moments in time (referred to as intervals). In time sampling, an observation period is divided up into time intervals (before the observation begins) and then the practitioner records whether or not the behavior occurred for each interval (Cooper, Heron, & Heward, 2007). Table 8.4 details the guidelines for selecting a method.

Conclusions

Considering the variety of progress monitoring methods and tools available, it is necessary to carefully consider the options before collecting data. It is important to note that while creating your own system for tracking progress is helpful, it is also valuable to use GOMs to track the child's progress toward developmental milestones. Both of these tools can be used together.

Table 8.4 Time sampling observation methods

	Definition	When most useful	Example with Ethan
Whole interval time sampling	Records the behavior only when it is emitted throughout the entire interval	Useful when it is important to know that the behavior is not interrupted. Tends to underestimate occurrences of behavior	Break up an hour into ten 6 min intervals. During each interval, record whether or not Ethan speaks the *entire* 10 min interval
Partial interval time sampling	Records the behavior when a single instance of the behavior occurs in the interval. Tends to overestimate the occurrence of the behavior	Used to record behaviors that may occur in fleeting moments	Break up an hour into ten 6 min intervals. During each interval, record whether Ethan says at *least* one word for each interval
Momentary time sampling	Records the behavior if emitted at the moment the interval begins	Tends to be the most accurate time sampling method	Break up an hour into ten 6 min intervals. Either at the start or end of each 10 min interval, record if Ethan is speaking *right at that moment*

In selecting progress monitoring tools, the following three features should be taken into account: authenticity, utility, and universality (Bagnato, 2006). To be *authentic*, a measurement tool must involve natural, everyday routines and activities in a familiar, and everyday environment (e.g., home or daycare) with a familiar and knowledgeable person (e.g., parent, teacher) observing. *Utility* refers to the purpose of measurement tools. A measurement tool should assess a child's skills and then use the results to develop and evaluate goals and interventions. *Universality* maintains that assessment tools should be functional and flexible enough to be applied to all children.

Assess Your Knowledge

Use the questions below to assess your knowledge of the information presented in this chapter. Answers appear after the last question.

1. Which of the following is NOT a reason you would want to progress monitor a child's behavior after implementing an intervention?

    a. So you know whether or not your intervention is working
    b. To ensure you are not wasting time and money on an ineffective intervention

    c. It allows you to know when the intervention is no longer needed or could be reduced

    d. It tells you why an intervention is not working

2. Progress monitoring tools:

    a. Are comprehensive
    b. Are time-consuming
    c. Measure progress toward a specific goal
    d. Are very difficult to create

3. Rating scales are particularly helpful for behaviors that:

    a. Are not easily observable outside of the family.
    b. Are easily observable by a member outside of the family
    c. Occurred a long time ago
    d. Occur many times throughout the day.

4. During a naturalistic observation, you would:

    a. Mark every third time a behavior occurs.
    b. Record the duration of each behavior.
    c. Write down exactly what is occurring.
    d. Rate how intense a behavior is

5. Which of the following is NOT a dimension of behavior?

    a. Rate
    b. Frequency
    c. Duration
    d. Event recording

6. If you kept track of the number of times a child swore, you would be using which dimension to measure behavior?

    a. Count
    b. Latency
    c. Duration
    d. Magnitude

7. You want a parent to record how many seconds it takes for a child to comply with a request, which dimension of behavior is this?

    a. Count
    b. Latency
    c. Duration
    d. Magnitude

8. With whole interval time sampling

    a. You record whether a behavior occurs throughout an entire interval
    b. You record whether a behavior occurs at all during an interval

   c. You record whether a behavior occurs only at the start of the interval
   d. You record whether a behavior occurs only at the end of the interval

9. When examining an assessment for use with children, which of the following is NOT an important feature?

   a. Efficiency
   b. Utility
   c. Universality
   d. Authenticity

10. A primary concern for Bryce's parents is that he rarely has tantrums but when he does, they last for over 45 min. If you are implementing an intervention to reduce his tantrums, what dimension of behavior should you measure?

   a. Count
   b. Frequency
   c. Magnitude
   d. Duration

Assess Your Knowledge Answers
1) d   2) c   3) a   4) c   5) d   6) a   7) b   8) b   9) c   10) d