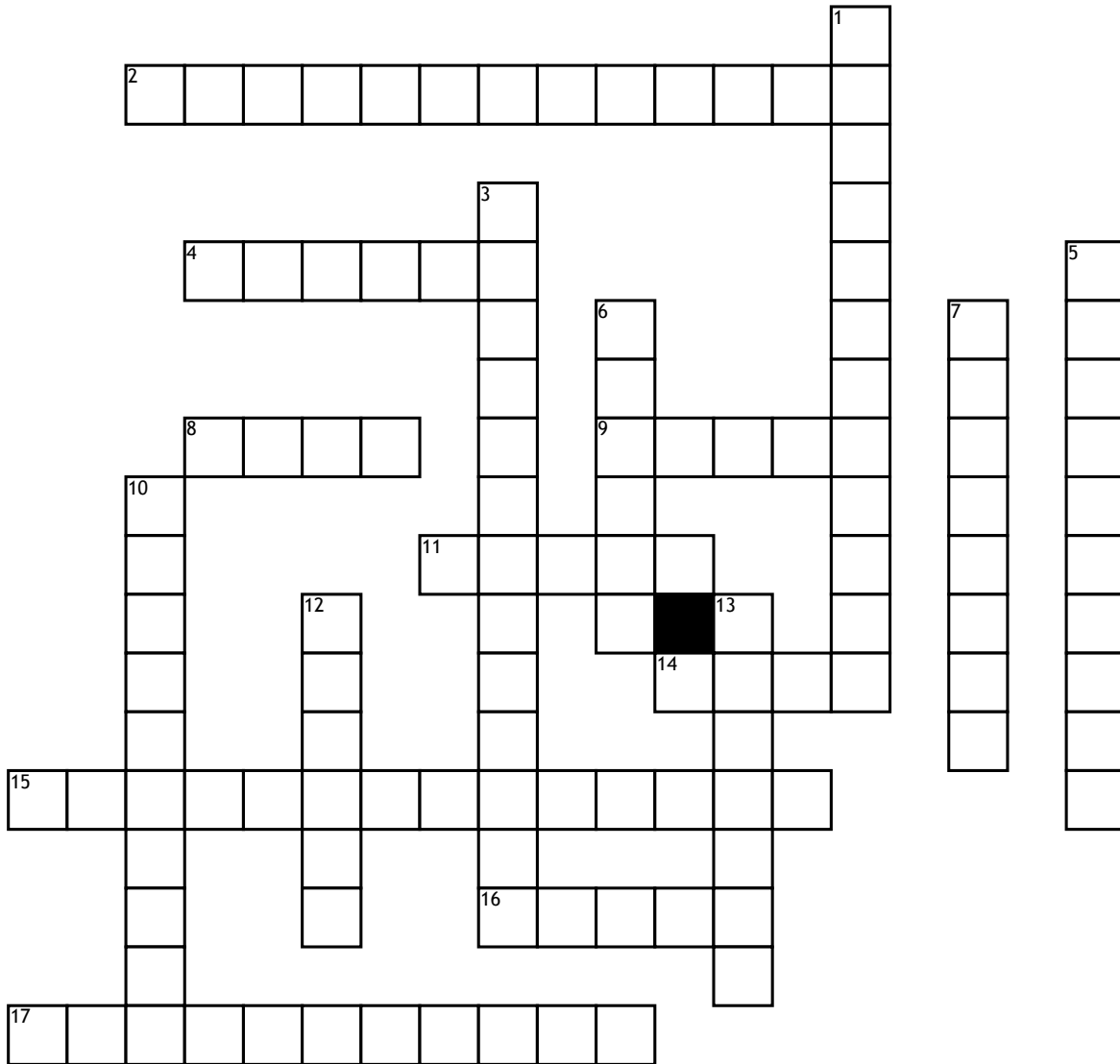


# Working Effectively in the Classroom



**Across**

- 2. Autism spectrum disorder (ASD) is a developmental disorder that affects \_\_\_\_\_ and behavior.
- 4. Behavior that occurs to avoid work or other aversion is \_\_\_\_\_ maintained
- 8. There are \_\_\_\_\_ main functions of behavior
- 9. \_\_\_\_\_ commenting on student mistakes
- 11. Behavior often gets \_\_\_\_\_ before it gets better
- 14. As the students progress, teachers/the BCBA will plan to \_\_\_\_\_ the prompting and accommodations

- 15. Prompts and \_\_\_\_\_ are outlined in a students IEP
  - 16. In a \_\_\_\_\_ board students earn points, stickers, checks, or tokens that can later be traded in for a larger reward
  - 17. The function of the behavior is the \_\_\_\_\_ maintaining the behavior
- Down**
- 1. \_\_\_\_\_ is always the goal for any educational program
  - 3. \_\_\_\_\_ is a chart that tracks multiple behaviors across a certain amount of time that often include rewards

- 5. It is important to be \_\_\_\_\_ with behavior plans so that the behavior generalizes across settings
- 6. Provide \_\_\_\_\_ when students complete tasks
- 7. A visual \_\_\_\_\_ communicate the sequence of upcoming activities or events through the use of objects, photographs, icons, or words.
- 10. \_\_\_\_\_ is a process in which behaviors that used to be rewarded are no longer rewarded
- 12. A \_\_\_\_\_ is assistance given by the instructor to promote correct responding
- 13. You should provide a \_\_\_\_\_ before a transition