

### Session 3 Study Guide: Consequence Components of CPRT

1. What are the three *consequence* components of CPRT?
  1. \_\_\_\_\_ 2. \_\_\_\_\_
  3. \_\_\_\_\_
2. Why is it important for the reinforcer to be naturally or directly related to the activity or student's behavior?
3. Define Generalization of Skills
4. Define Maintenance of Skills
5. Which of the following is NOT true about contingent consequences?
  - a. It immediately follows the student's behavior
  - b. Reinforcement does not have to be clear as long as it is immediate
  - c. It is appropriate to the student's behavior
  - d. If the student does not complete the desired behavior, the teacher does not present any reinforcement
6. What is the appropriate response to a goal-directed attempt? \_\_\_\_\_
7. What is a benefit of reinforcing attempts?

8.

Form:	How often is it completed?
<b>CPRT Planning and Progress</b>	
<b>CPRT Goal Summary</b>	
<b>CPRT Data Records</b>	
<b>CPRT Group Data Records</b>	