Charting
Anecdotal Data

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Charting Anecdotal Data

- Finding patterns to develop a hypothesis
- Identify consistent antecedent, target behaviors, and what are some consequences that are reinforcing this behavior.
Let’s Practice

During reading, student was asked to finish her work and she just hit me. I told her “no hitting!”

When I asked her to get off the computer, she yelled at me. She was sent to the office.

When it was time to go to specials, student ran out of classroom. SPTA chased her to come back.

Student was sitting and hit another student. She was told “no hitting.”
Reinforcement Assessment
Reinforcement Assessments

- Identify child’s interest.
- Lacks intrinsic motivation.
- Useful tool for the intervention

Tips:

- Student is familiar with items
- Give in small pieces, short time
- Be careful if the student can’t give back
Reinforcement Assessments

- **Forms**
  - Parents can complete
  - Student themselves can complete

- **Trial Based**
  - Single Stimulus
  - Paired Choice
  - Multiple Stimuli with replacement
  - Multiple Stimuli w/o replacement

Pros? Cons?
Reinforcement Assessment

- Identify what items are reinforcing to the student
- Contingent and immediate after the desired behavior
- Fade reinforcers as quickly as possible
- Choose the behavior you want to reinforce
  - Introduce a token economy
  - Behavior contract
  - Schedule of Reinforcement

Continuously try to expand reinforcers! Rotate!
“What I’m Working For” Token Economy

What I’m Working For: Free Time

I’m Working For: [Coins]
My Contract

Name: ____________________________
Date: ____________________________

These are my goals:
1. ____________________________
2. ____________________________
3. ____________________________

These are my consequences if I don’t meet my goals:

These are my rewards/ positive consequences if I meet my goals:

My contract will be reviewed on: ____________________________

Signatures:

Love and Learning
# Reinforcement Schedules

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Description</th>
<th>Organizational Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous</td>
<td>Reinforcer follows every response</td>
<td>Praise after every new sale and order</td>
</tr>
<tr>
<td>Fixed interval</td>
<td>Response after specific time period is reinforced</td>
<td>Weekly, bimonthly, monthly paycheck</td>
</tr>
<tr>
<td>Variable interval</td>
<td>Response after varying period of time (an average) is reinforced</td>
<td>Transfers, unexpected bonuses, promotions, recognition</td>
</tr>
<tr>
<td>Fixed ratio</td>
<td>A fixed number of responses must occur before reinforcement</td>
<td>Piece rate, commission on units sold</td>
</tr>
<tr>
<td>Variable ratio</td>
<td>A varying number (average) of responses must occur before reinforcement</td>
<td>Random checks for quality yield praise for doing good work</td>
</tr>
</tbody>
</table>
CLOSING
Intervention Design I
Intervention Design I

Target Behavior

- Teach or increase a new skill
- Reduce problem behavior
Teaching a New Skill

- Direct Instruction/Teaching
  - Provide prompting hierarchy to ensure errorless learning
  - Reinforce for completed skill

- Task Analysis
  - Break more complex skills to step small, steps
    - Want previous step to be a “prompt” for the next step
      - Clean up procedures
      - Making a sandwich
  - Forward chaining, backward chaining, total task completion
1. Grab toothbrush
2. Grab toothpaste
3. Open toothpaste
4. Put toothpaste on toothbrush
5. Brush teeth
6. Spit
7. Rinse
8. Put items away

Forward Chaining

Backward Chaining

Total Task Completion
Behavior Reduction

- Teach alternative behavior
  - Easier, do-able
  - Serves the same function
- Types of Differential Reinforcement
  - DRH- Differential Reinforcement of Higher Rates of Behavior
  - DRL- Differential Reinforcement of Lower Rates of Behavior
  - DRO- Differential Reinforcement of Other Behavior
  - DRA- Differential Reinforcement of Alternative Behavior
  - DRI- Differential Reinforcement of Incompatible Behavior
Behavior Reduction

- **DRH-** Differential Reinforcement of Higher Rates of Behavior
  - Reinforce when student performs at higher rate of targeted behavior
    - Task completion, Number of multiplication problems
- **DRL-** Differential Reinforcement of Lower Rates of Behavior
  - R+ when student performs behavior at a lower rate
    - Inappropriate verbal comments
- **DRO-** Differential Reinforcement of Other Behavior
  - Reinforce when behavior doesn’t occur during a specific time
    - Out of seat, talking to peer, checking cell phone
- **DRA-** Differential Reinforcement of Alternative Behavior
  - Reinforce when a more appropriate behavior is demonstrated that serves the same function
    - Saying “Help!” or Functional Communication
- **DRI-** Differential Reinforcement of Incompatible Behavior
  - Similar to DRA, but the behavior that is being reinforced cancels out the target behavior
    - Sitting, self-stimulatory behavior
Closing

- Work on a reinforcement assessment and submit the form online
  - Summarize
    - Why you chose the specific assessment
    - Where did you obtain the assessment
    - How was it implemented, ease
    - Would you use it again?

- Begin designing your intervention
  - Summarize
    - Method
    - Reinforcements
    - Questions