

THE PROBLEM:

Melvin is in Mr. Moriarty's sixth grade class. We are all familiar with his varied exploits from reading his case study. For example, we know that he is frequently in trouble at school for verbal interruptions. Over a five day period, the following number of school day incidents of verbal interruptions were recorded by Mr. Moriarty and by Ms. Holmes (his special education teacher) from 8:00-11:30 AM: These baseline data points were taken in his regular classroom where he spends the entire school day. **Baseline = 18, 16, 13, 17, & 20. Intervention = 21, 18, 11, 4, 8, 3, 0, 1, 1, & 0.**

1. Provide a plausible behavioral definition of "verbal interruptions" (be sure to include examples and non-examples). 2 points

Verbal interruptions can be defined as any vocalizations that are not initiated by the teacher, are out of turn, occur during independent work time, are unrelated to academic content, including disruptive sounds and noises.

EXAMPLES	NON-EXAMPLES
Answering questions directed to other students or side comments without being called on by the teacher	Answering questions directed to the student or whole group after being called on by the teacher
Talking, laughing, yelling, cursing, or making noises while the teacher gives instructions or during independent work time	Raising hand and asking the teacher a question about work after the teacher has finished giving directions related to content
Talking to a peer or self when direction is to work independently	Talking to a peer during group work or free time

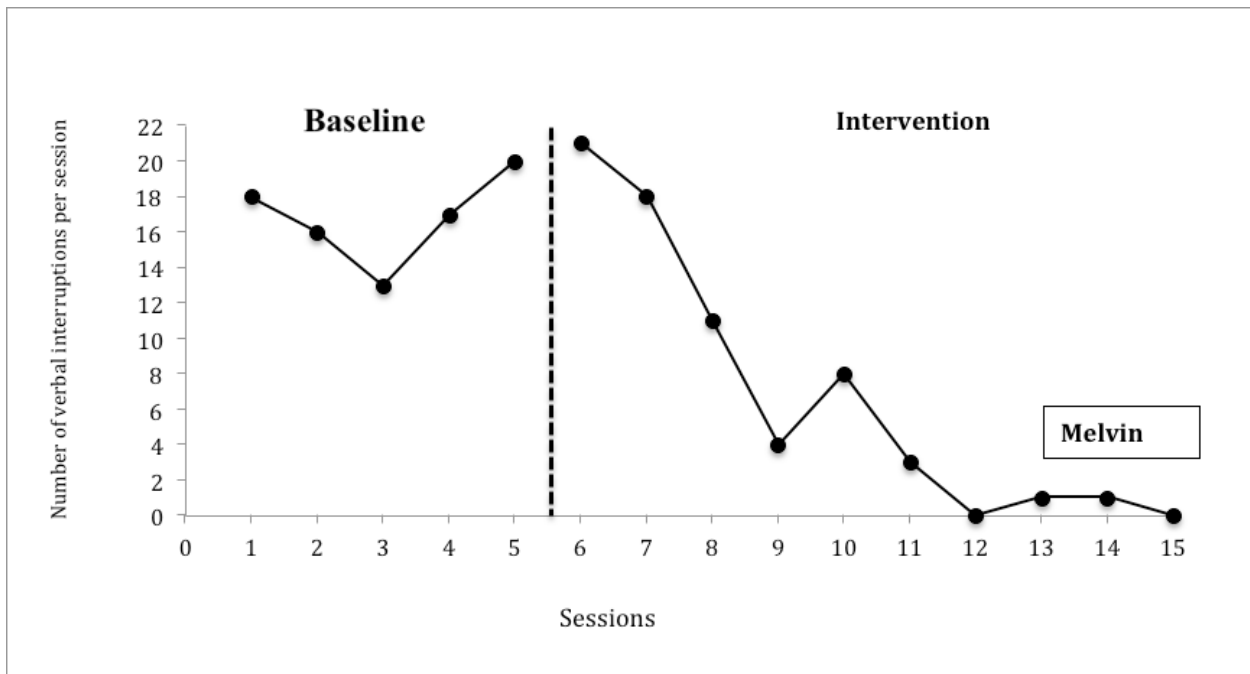
Making outburst, sounds, or unnecessary vocal noises during instruction or independent work time	Coughing or clearing throat involuntarily
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2. Note the specific type of data reported above-event/frequency, interval, latency or duration. 1 point

The data reported are event frequency/number of occurrences observed from 8:30 AM to 11:00 AM in Melvin’s classroom.

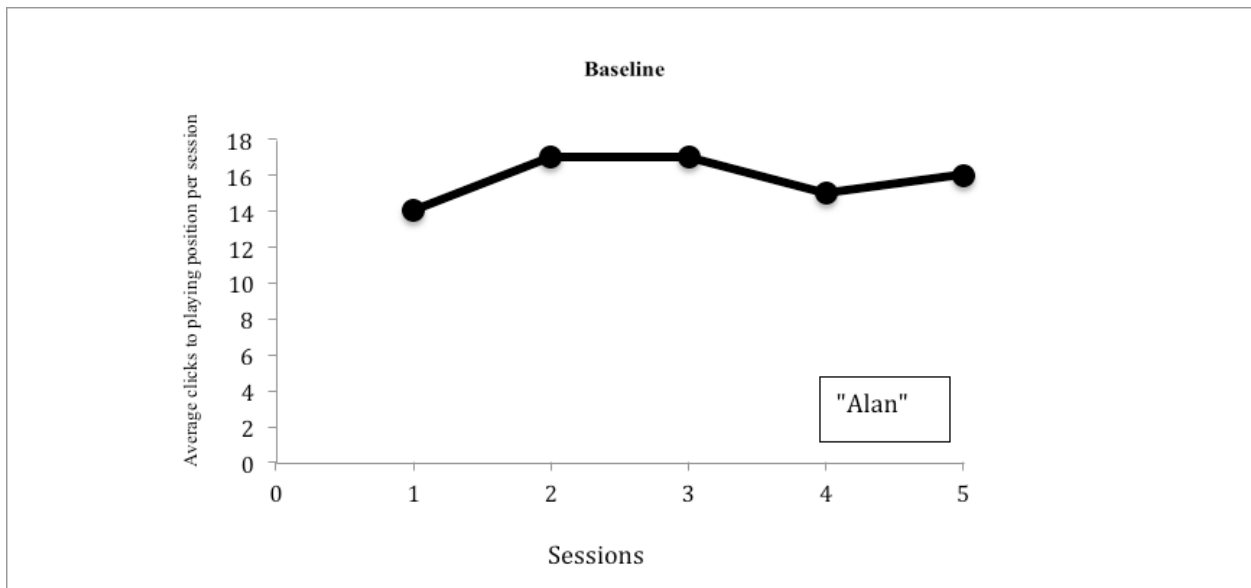
3. Graph the data (be sure to make the graph proportional by using the squaring formula we used earlier) 2 points.

4. Label the graph appropriately (see components of a behavioral graph for help) 1 point



5. Reflect on the effectiveness of the intervention by stating the trend or lack of progress 1 point

Average occurrences per day dropped from 17 (16.8) during the first week of recording baseline data to 12 (12.4) for week one intervention, down to an average of 1 occurrence of target behavior for the second week of intervention. After visual analysis of the descending trend of data points on the line graph, a correlation may show the intervention being responsible for the decrease in target behavior. If only one intervention were administered during the 10 intervention sessions, the line graph shows a very noticeable drop in occurrence of the target behavior. There is not enough information to determine if more than one intervention was used during week 2 and 3.

6. Using a line graph, graph the 5 data points of your baseline from Module 6 Assignment 1 (you will add your intervention phase data into this graph during ABA II). (2 points)

7. Provide a brief summary of baseline results. (1 point)

Visual analysis shows a steady trend for the number of clicks before “Alan” to exhibit the proper playing position after being prompted. Average number of clicks for all opportunities over all sessions averaged to 16 clicks before being in the “Set” position. Average number of clicks per session were 14, 17, 17, 16, and 15, respectively.

Extra Credit**Part 1**

1. The target behavior is calling out without raising hand (call-out).
2. Frequency is used to record the number of occurrences.
3. Between the time of 10:20 AM to 11:00 AM during whole class activity, Michael will decrease the frequency of calling out without raising hand to 2 instances per class for 5 consecutive class sessions.

Part 2

1. The target behavior is minutes spent toileting for Casey.
2. Duration in minutes for each opportunity of toileting is recorded for Casey, resulting in 15 data points.