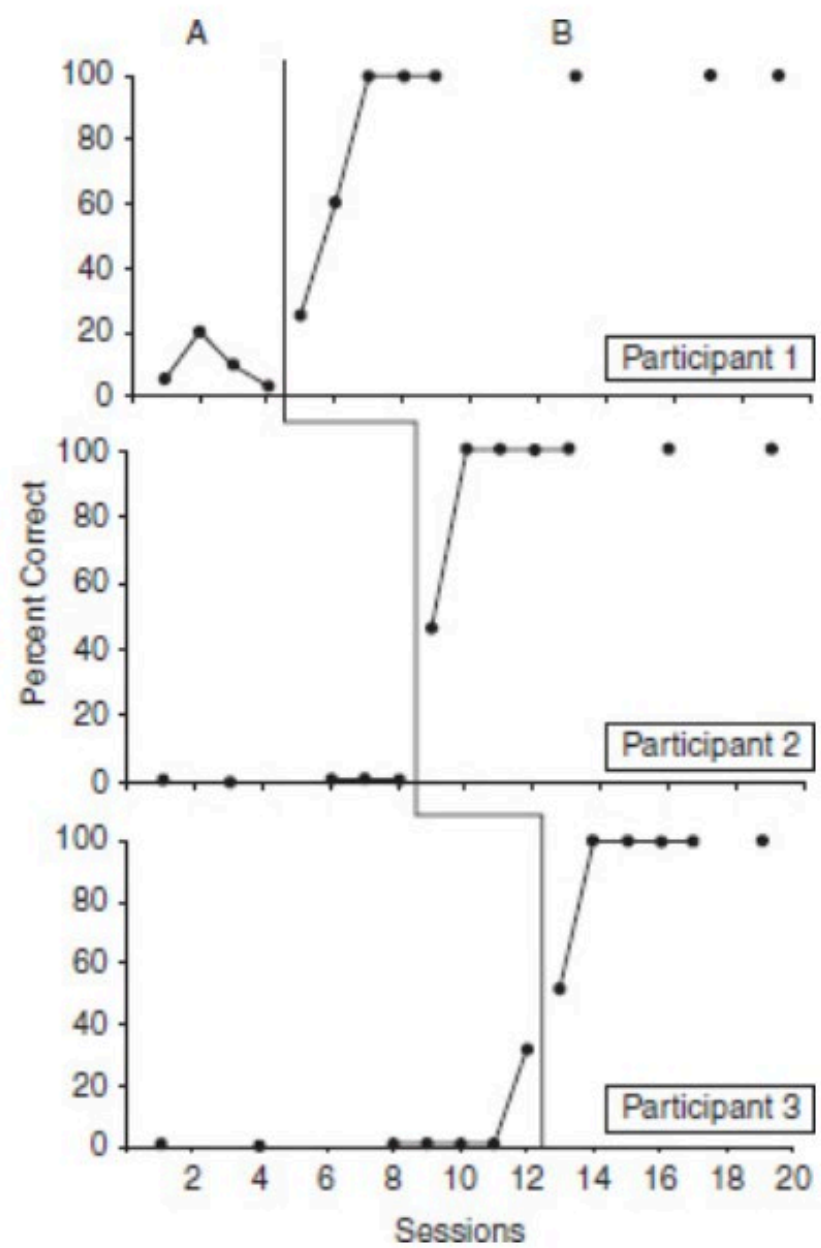
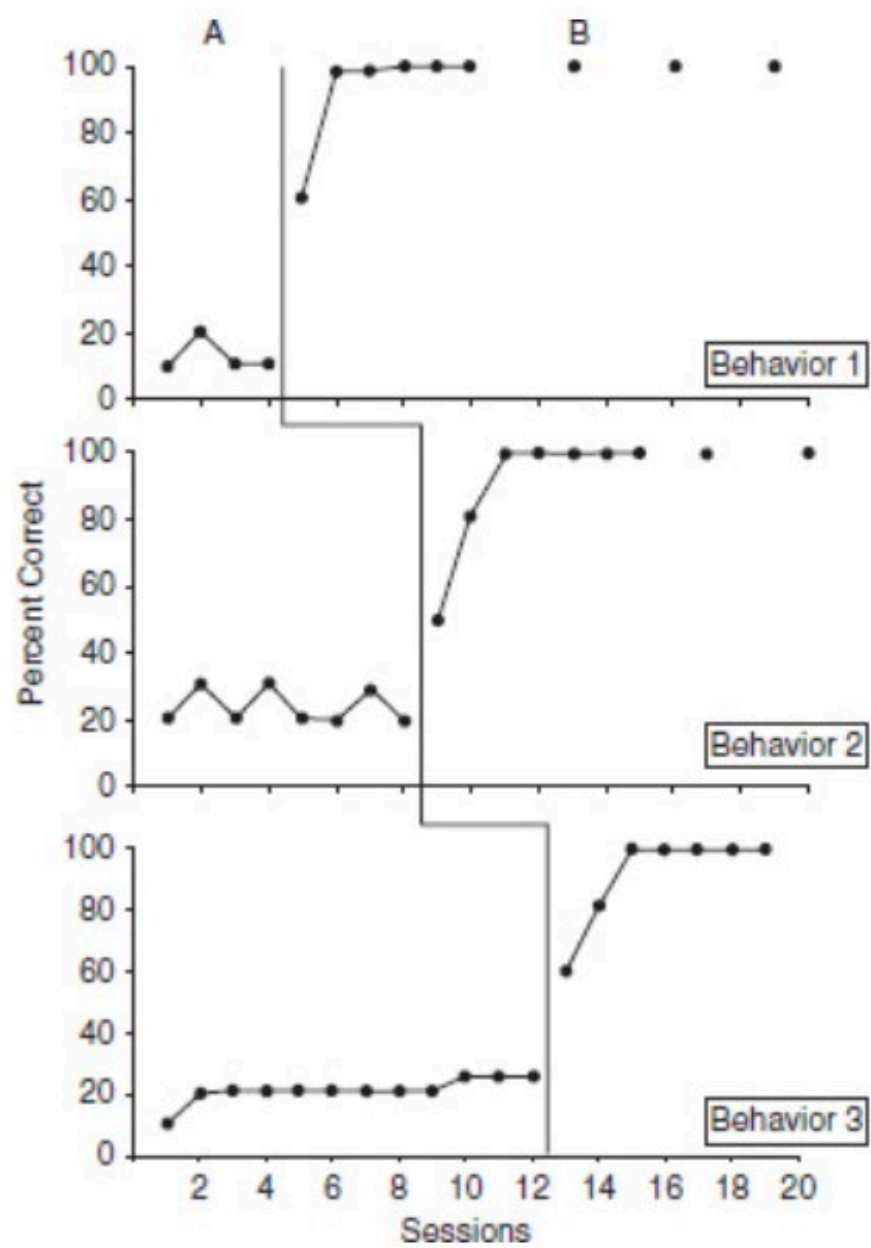


Measurement Questions

- Is it better to over-code items you aren't looking for?
- When do we abandon the study if definitions aren't clear enough for coders?

	Design 1	Design 2
Time lagged	Multiple baseline	Multiple probe
Time lagged	Multiple BL/P across behaviors	Multiple BL/P across participants
Rapid iterative alternation	ATD	AATD

Time-Lagged Designs



Scenario	Are you more worried about testing <i>or instability</i> in baseline?
<p>You are teaching several parents to engage in three different behaviors while interacting with their toddler—following their lead, imitating what they do, and describing what they do. You would measure all three behaviors during the same play session and you don't think teaching one behavior will impact how often the parent uses the others.</p>	
<p>You are teaching several children to name common vocabulary words identified by the IEP team as relevant. You plan to teach 9 words, in sets of 3.</p>	
<p>You are attempting to promote engagement across activities for several children by training peers to provide natural supports during free play, lunch, and on the playground.</p>	
<p>You are teaching several parents to engage in a related group of behaviors to prevent challenging behavior (prompting functional communication, providing transition warnings, and including choices). You need to teach the behaviors as a package, rather than individually.</p>	

Type	Strength	Weakness
MBP	<ul style="list-style-type: none"> • Doesn't require multiple behaviors or contexts 	<ul style="list-style-type: none"> • No intra-participant replication • Vulnerable to inconsistent intervention effects
MBB	<ul style="list-style-type: none"> • Intra-participant replication • Consistent with good teaching 	<ul style="list-style-type: none"> • Only appropriate if multiple behaviors are applicable • Measurement (MB only)
MBC	<ul style="list-style-type: none"> • Consistent with good teaching/ planning for generalization 	<ul style="list-style-type: none"> • Vulnerable to covariation

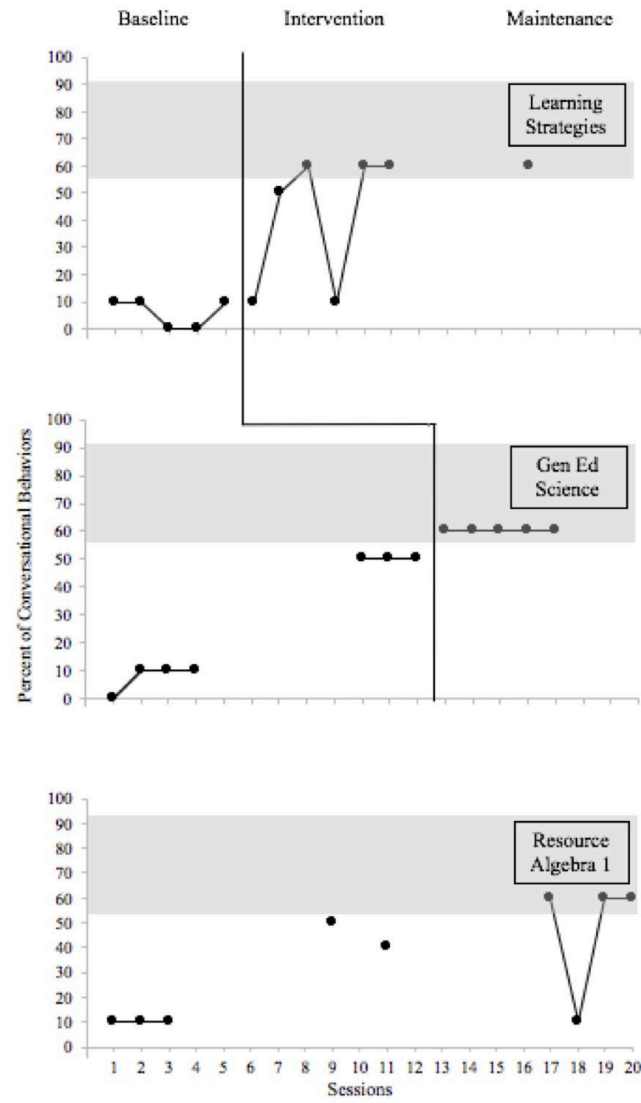
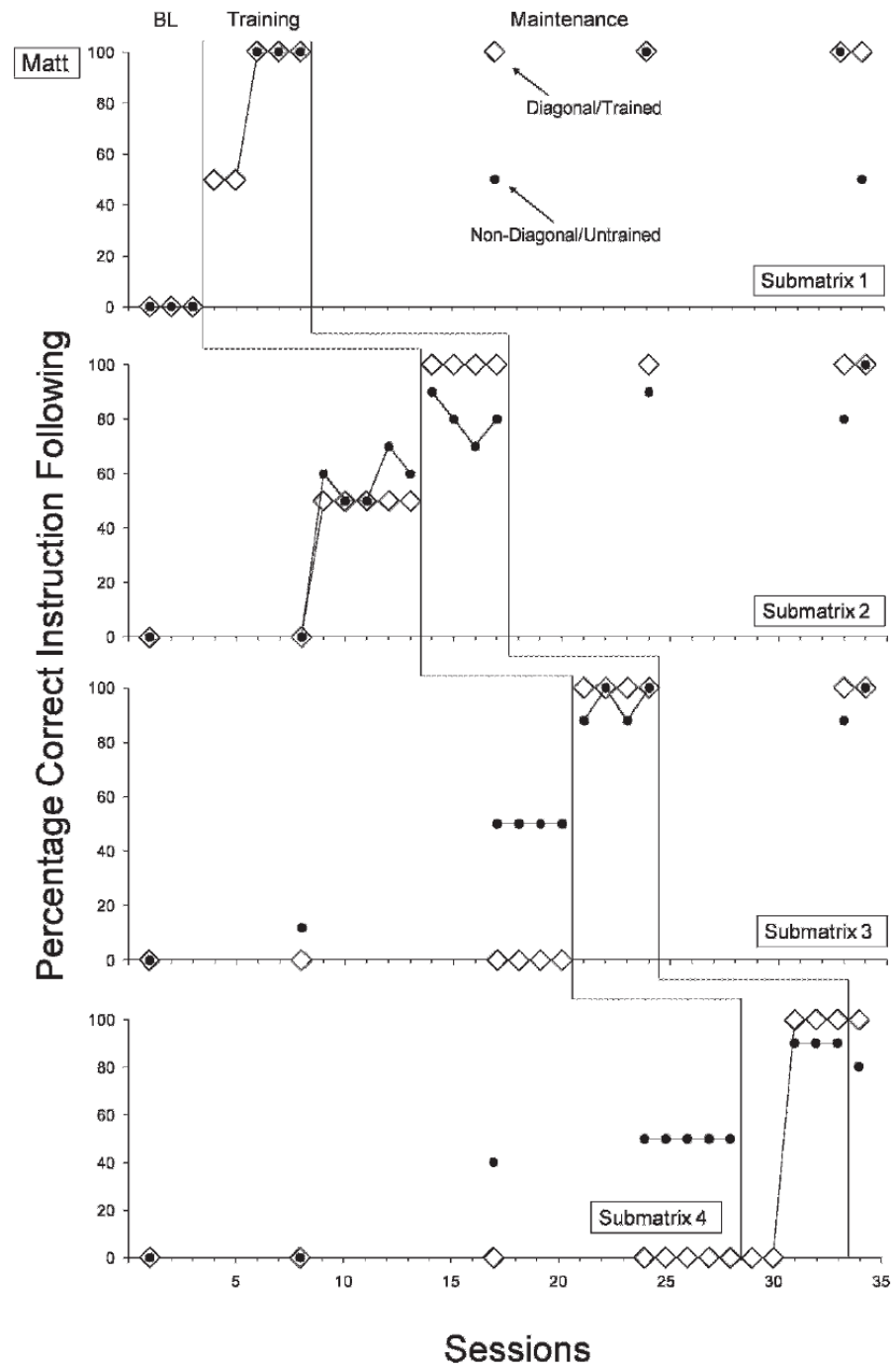
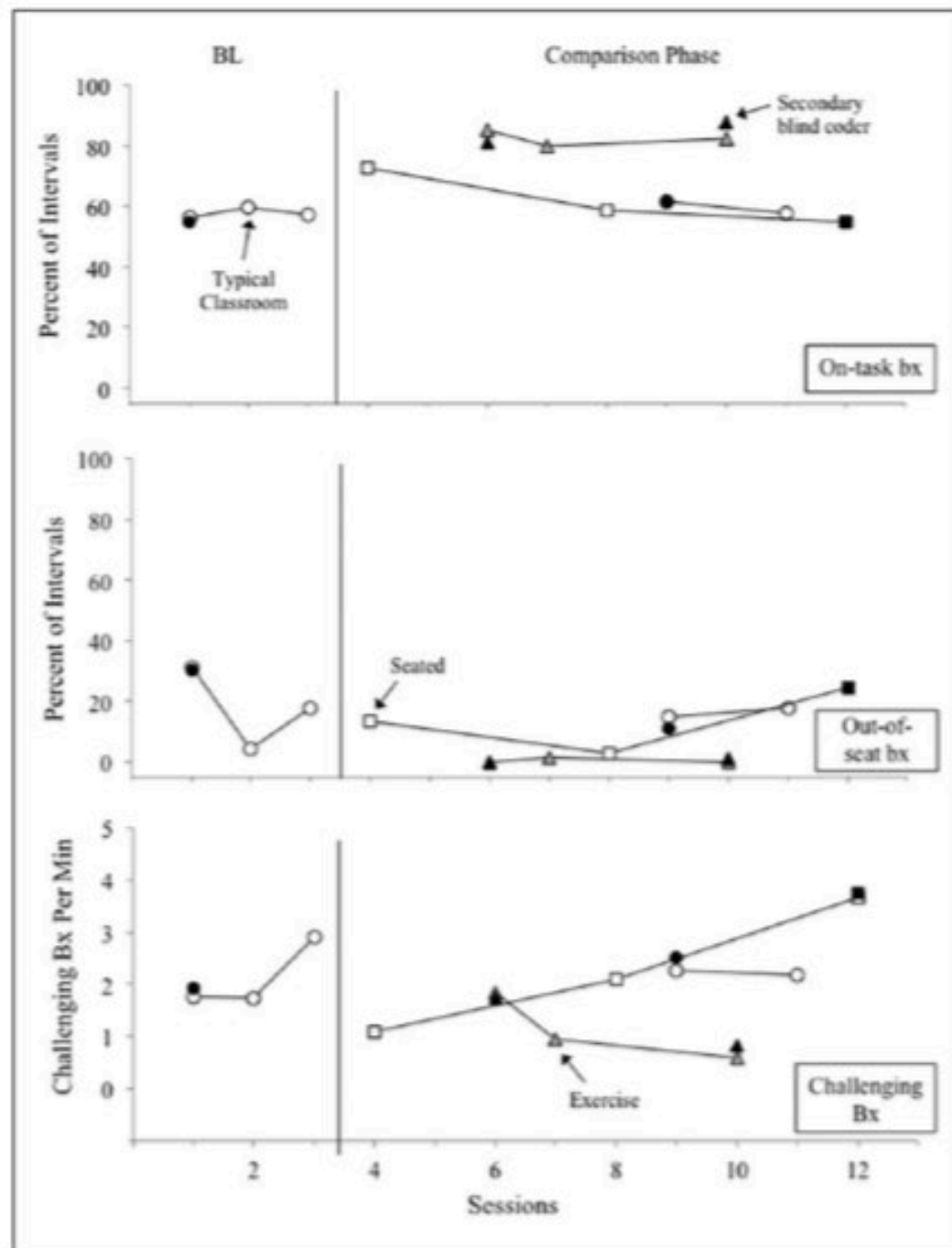


Figure 1: Rose's percentage of conversational behaviors.



Scenario	Are there at least three relevant behaviors <i>or</i> contexts <i>or</i> participants ? Are you worried about covariation between behaviors/contexts?
<p>You are teaching a parent to engage in three different behaviors while interacting with their toddler—following their lead, imitating what they do, and describing what they do. You would measure all three behaviors during the same play session.</p>	
<p>You are teaching a young child to name common vocabulary words identified by the IEP team as relevant. You plan to teach 9 words, in sets of 3.</p>	
<p>You are attempting to promote engagement across activities for several children by training peers to provide natural supports during free play, lunch, and on the playground.</p>	
<p>You are teaching several parents to engage in a related group of behaviors to prevent challenging behavior (prompting functional communication, providing transition warnings, and including choices). You need to teach the behaviors as a package, rather than individually.</p>	

Rapid Iterative Alternation Designs



Engagement (Ben)

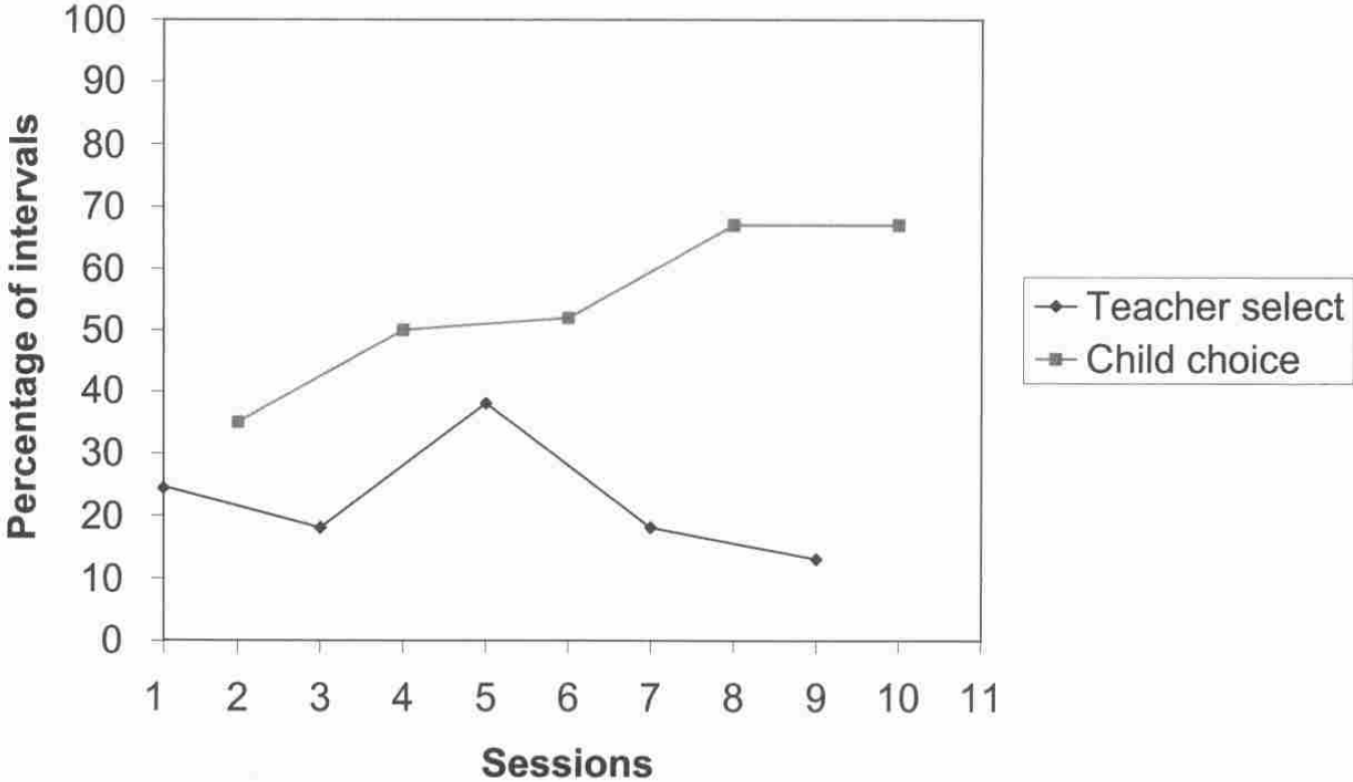
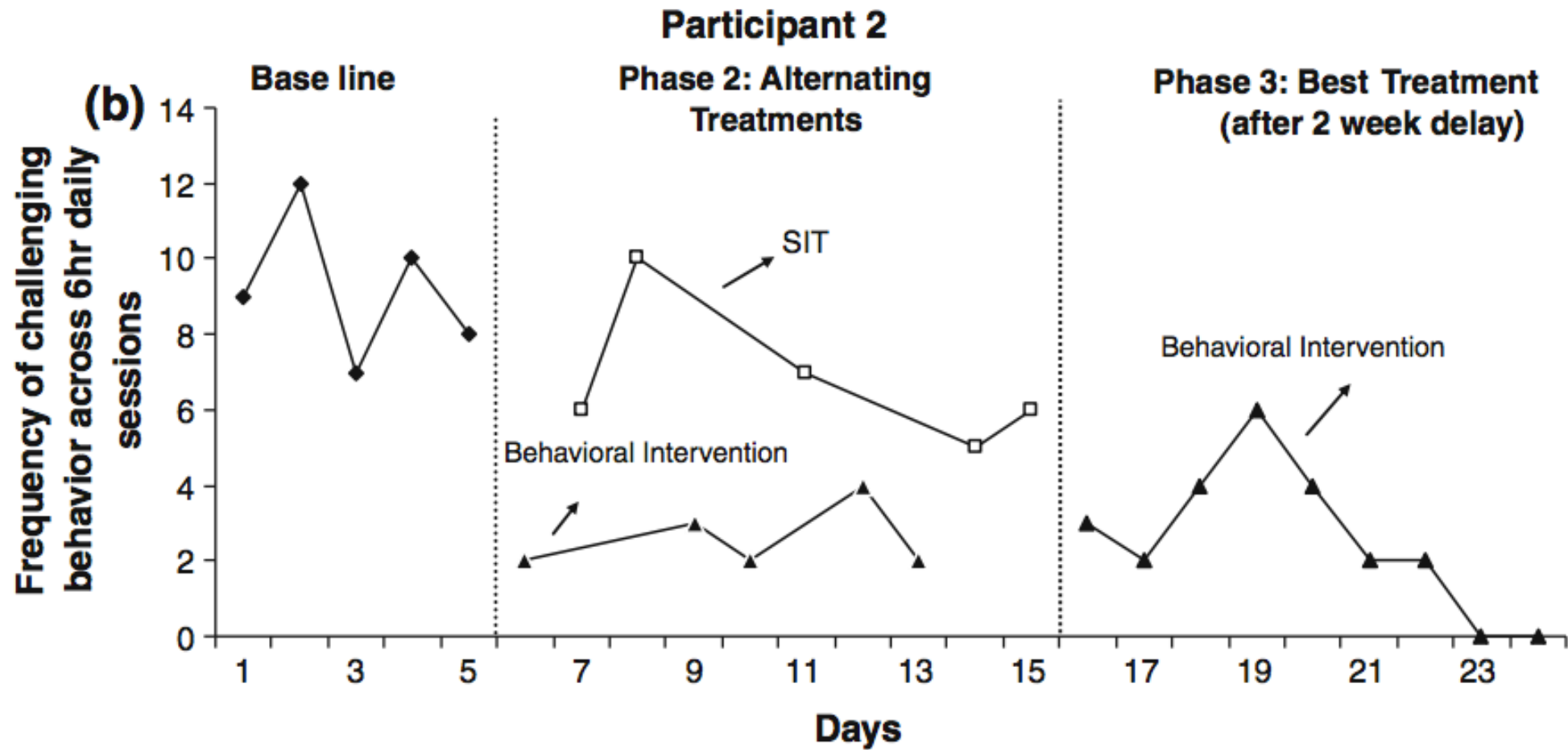


Figure 3. For Ben, the percentage of intervals engaged with toys in teacher-select and child-choice conditions.



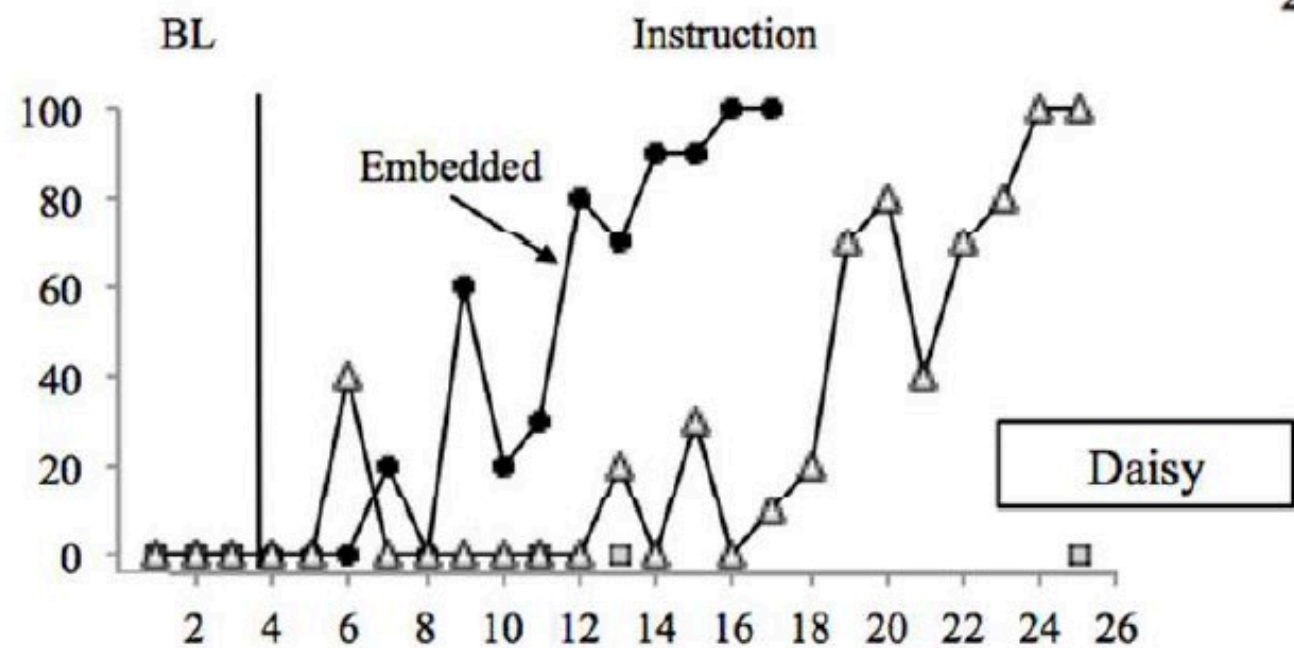
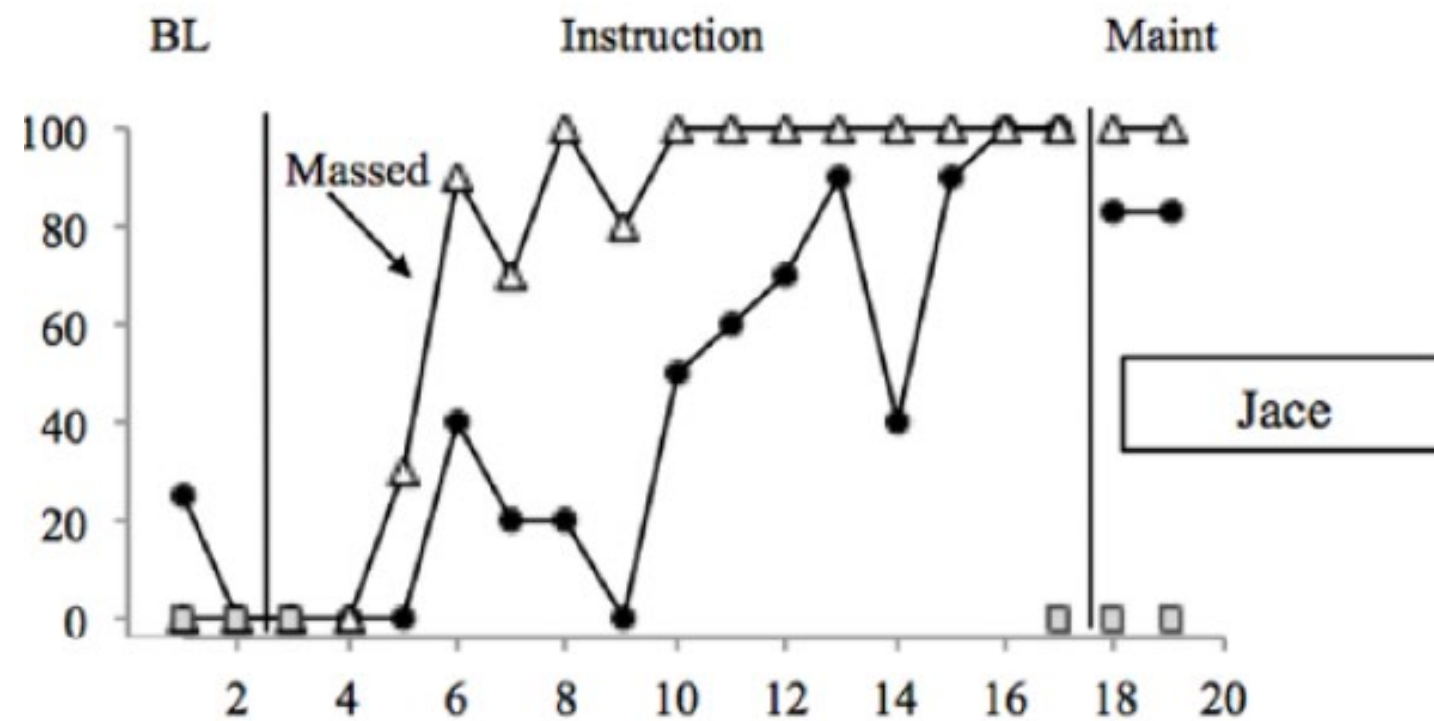
J Autism Dev Disord (2011) 41:1303–1320
 DOI 10.1007/s10803-010-1149-x

ORIGINAL PAPER

Comparison of Behavioral Intervention and Sensory-Integration Therapy in the Treatment of Challenging Behavior

Sarah Devlin · Olive Healy · Geraldine Leader ·
 Brian M. Hughes

But what do you do
when the behavior is not
reversible?



Scenario	Are these behaviors reversible or non-reversible?
<p>You are teaching a three-year-old child to answer social questions identified by the IEP team on a voice-output device. You want to know whether the system of least prompts (i.e., systematic prompting) or aided modeling (i.e., modeling answers on the device without prompting) results in faster learning.</p>	
<p>You want to increase engagement during whole group for a young child with multiple disabilities. You wonder if teacher supports or peer supports will lead to higher engagement.</p>	

Critical question: If you reverted to a baseline condition (e.g., no supports) once the child improved, would their behaviors maintain?