Module: Differential Reinforcement of Other Behaviors

Implementation Checklist for Differential Reinforcement of Other Behaviors

Bogin, J., & Sullivan, L. (2009). *Implementation checklist for differential reinforcement of other behaviors.* Sacramento, CA: The National Professional Development Center on Autism Spectrum Disorders, M.I.N.D. Institute, University of California Davis Medical School.

Instructions: This checklist includes each step of the process of implementing differential reinforcement. Please complete all of the requested information including the site and state, individual being observed, and the learner's initials. To assure that a practice is being implemented as intended, an observation is *always* preferable. This may not always be possible. Thus, items may be scored based on observations with the implementer, discussions and/or record review as appropriate. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: _____ State: _____

Individual(s) observed: _____Learner's Initials:_____

Skills below can be implemented by a practitioner, parent or other team member.

	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Planning (Steps 1-5)									
Step 1. Identifying the Interfering Behavior		**Score****							
1. Define the target interfering behavior.									
2. Gather information from team members regarding the following aspects of the interfering behavior:									
a. topography--what the behavior looks like,									
b. frequency--how often the behavior happens,									
c. intensity/severity--how severe the behavior is,									
d. location--where the behavior is occurring, and									

***Scoring Key: 2 = implemented; 1 = partially implemented; 0 = did not implement; NA = not applicable*

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	Observation	1	2	3	4	5	6	7	8
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e. duration--how long the behavior lasts.									
Step 2. Determining the Function of the Interfering Behavior		**Score****							
1. Use functional behavior assessment to identify the function of the interfering behavior.									
Step 3. Identifying Data Collection Measures and Collecting Baseline Data									
1. Identify data collection measures to be used to assess the interfering behavior before implementing the intervention that include:									
a. frequency,									
b. topography,									
c. intensity/severity.									
2. Gather baseline data on the interfering behavior.									
3. Decide who will collect the initial data.									
Step 4. Selecting a Differential Reinforcement Procedure									
1. When deciding which differential reinforcement procedure to use:									
a. identify functionally similar behaviors (behaviors which serve the same function) that learners already have in their repertoire to reinforce;									
b. determine the type and amount of functional skills (i.e., skills the learner currently has that are functional alternatives to the interfering behavior);									

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Step 4. Selecting a Differential Reinforcement Procedure (cont.)		**Score****							
c. determine how frequently desired behaviors occur;									
d. consider the topography (what the behavior looks like), the frequency of the target behavior, how severe the behavior is, how the behavior is impacting the environment, and where the behavior is most likely to occur;									
e. consider their professional judgment and comfort level with the procedure.									
Step 5. Creating an Intervention Plan									
1. Define other procedures that will be incorporated with the differential reinforcement procedure.									
2. Administer a reinforce assessment to identify learner-preferred, rewarding object and activities.									
3. Decide on a schedule of reinforcement.									
4. Establish criteria for changing the schedule of reinforcement.									
5. Specify the timeline for data collection.									
6. Clearly write-out the intervention plan and make it available to other team members.									
Intervention (Step 6)									
Step 6: Implementing the Intervention									
1. Before the interfering behavior occurs, teachers/practitioners should:									
a. choose which behavior to reinforce based on the intervention plan,									

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Step 6: Implementing the Intervention (cont.)		**Score****							
b. explicitly teach the replacement or alternative skills,									
c. continuously reinforce the other/alternative/incompatible behaviors, and									
d. match the reinforcement to the function of the behavior.									
2. If or when the interfering behavior occurs, teachers/practitioners prompt and immediately respond to the alternative behavior by:									
a. prompting frequently to assure that there are enough instances of the desired behavior to reinforce and									
b. being consistent.									
3. After the plan has been in place for a certain number of days (see step 5.3), implementer can alter the schedule of reinforcement.									
Progress Monitoring (Steps 7 - 8)									
Step 7: Collecting Outcome Data									
1. Regularly collect outcome data to determine the effectiveness of the DR procedure by:									
a. continuously assessing (e.g., A-B-C, frequency, and intensity data) the interfering behavior and									

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Step 7: Collecting Outcome Data (cont.)									
b. consulting the original assessment and baseline data to ensure that they are using the same measures.									
Step 8. Review and Modify the Intervention Plan		**Score****							
1. Review the outcome data and discuss the results with team members.									
2. Summarize the results making sure to include both baseline and outcome measures.									
3. Identify any new interfering behaviors that may have emerged and assess them for function.									
4. Modify the intervention plan depending on the baseline and outcome data.									
5. Conduct on-going checks of intervention effectiveness.									

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