

Measurement Competency

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PSYC 587

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PURPOSE

The purpose of this competency was to collect baseline data for the target behaviors of verbal protests and tantrums for my 5-year-old client.

Verbal protest: any instance of immediately expressing refusal without listening to instruction (of caregivers/instructors); it includes receptively saying “why?” , “I don’t want to do that.”, “I want to go back home now” or “No” (any combination of these sentences repeat 5 times or above).

This behavior should be reduced because it prevents the client from starting any Discrete Trial Training (DTT), and creates obstacles of daily communication with caregivers.

Tantrum: any instance of crying with tears, screaming, whining or dropping on the floor for more than 5 minutes (do not count if crying after he gets hurt); it also includes holding on to his grandmother’s leg when she leaves the room. The antecedent of the target behavior is that his grandmother was going to leave the clinical room. This is a priority behavior targeted for reduction as it prevents him from going to kindergarten, or hanging out with other children. Reducing the duration of each episode of tantrum behavior and training him to engage the learning activities is urgent for the client. The individuals who can not stay alone without caregivers will struggle with further skill acquisition with other educators.

METHOD

Participants and Setting

The client used for this competency is a 5-year-old boy who has participated in Applied Behavior Analysis (ABA) services at another therapy center for 3 months. He has a diagnosis of autism spectrum disorder (ASD). He displayed severe challenging behaviors when he was receiving services in another ABA center, so his caregivers transferred him to the ABA service of BrainCo. LLC, in Hangzhou, China. He receives 15 hours per week of ABA therapy. Sessions occurred Monday to Friday from 9 am to 12 pm within ABA intervention sessions. His family speaks Mandarin in the home. Baseline data were collected during one on one center-based ABA session. The clinical room contained a wall cabinet (toys inside), a small table and chairs, a whiteboard with a few magnets.

Baseline Data Collection

Baseline data were collected for three consecutive 3-hour sessions for both verbal protests and tantrums.

Verbal protest: frequency data were collected across three 3 hour sessions. Rate per hour of data were collected then calculated for each session.

Tantrum: duration per occurrence data were collected across three 3 hour sessions. Duration per tantrum occurrence was graphed in order to accurately describe the duration of each instance of tantrum behavior across the session.

RESULTS AND DISCUSSION

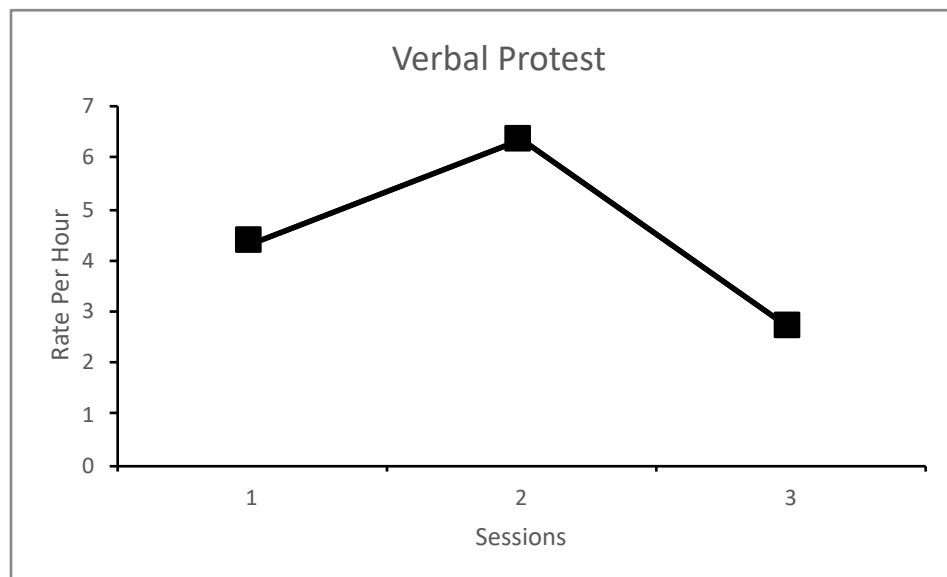
Verbal protest: the client displayed 13 instances of verbal protests the first three hour session, 19 instances the second session, and 8 instances the third session. The total calculated rate per hour for each session was 4.33, 6.33, and 2.67 respectively. The average hourly rate across all three sessions was 4.44.

Rate of Verbal Protest Across Three 3 Hour Sessions

Session 1	13
Session 2	19
Session 3	8

Rate Per Hour of Verbal Protest Across Three 3 Hour Sessions

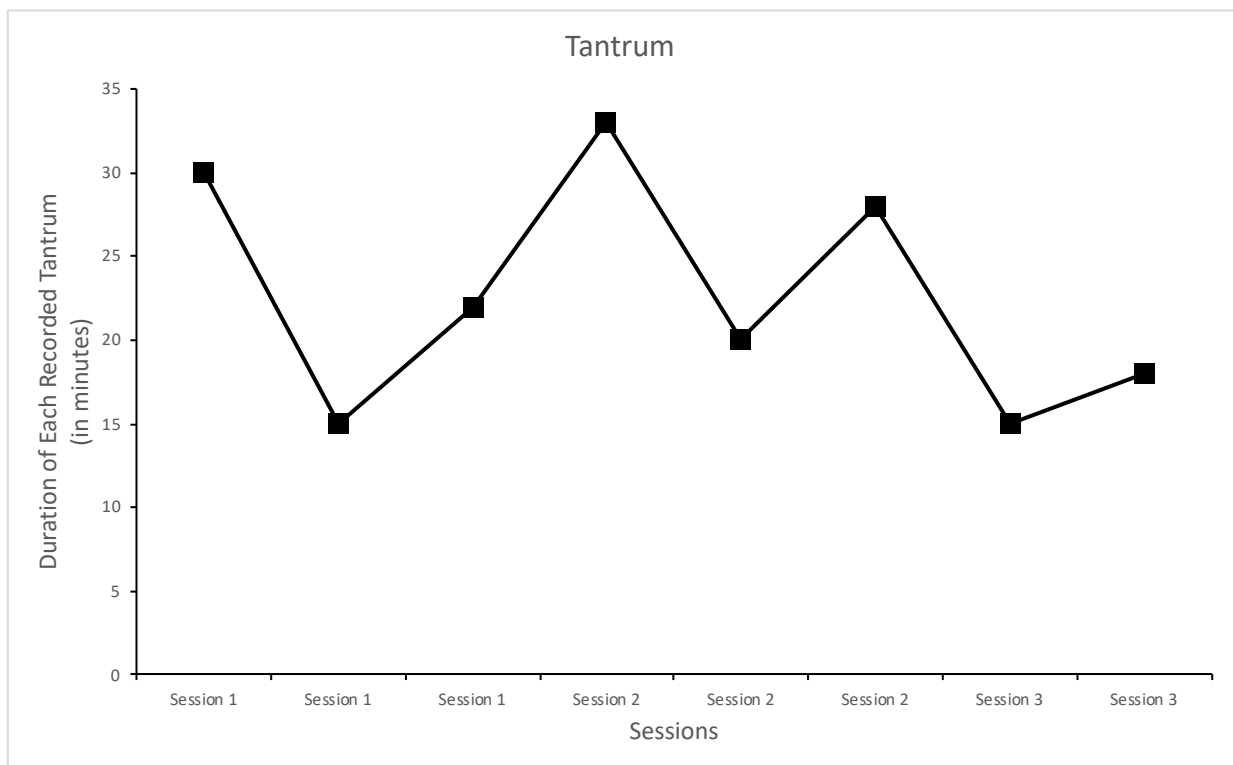
Session 1	4.33
Session 2	6.33
Session 3	2.67
Average Rate Per Hour	4.44



Tantrum: the client engaged in eight tantrums across three 3-hour sessions with a mean duration of 22.63 minutes (range of 15 minutes to 33 minutes). The duration of each tantrum was graphed as a separate data point below.

Duration (in minutes) Per Tantrum Across Three 3 Hour Sessions

Session 1	30 minutes	15 minutes	22 minutes
Session 2	33 minutes	20 minutes	28 minutes
Session 3	15 minutes	18 minutes	



This competency focused on operationally defining the challenge behaviors, determining appropriate measurement systems, and collecting baseline data on two targeted behavior (verbal protest and tantrum) reduction goals for a five-year-old client with ASD.

Reference

Amy Fuller, Example measurement competency assignment of PSYC 587