**Differential Reinforcement of Alternative Behavior (DRA)**

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| **Reference Articles:** |
| LeGray, M. H. (2013). Differential Reinforcement of Alternative Behavior in Center-Based Classrooms: Evaluation of Pre-teaching the Alternative Behavior. *Journal Of Behavioral Education*, 22(2), 85-102.  Wright-Gallo, G. L., Higbee, T. S., Reagon, K. A., & Davey, B. J. (2006). Classroom-Based Functional Analysis and Intervention for Students with Emotional/Behavioral. *Education & Treatment Of Children*, 29(3), 421-436. |
| **Used for function of behavior: (escape, attention, tangible, sensory):** |
| Escape  Attention |
| **Description of Intervention:** |
| Differential Reinforcement of Alternative Behavior (DRA) is a reinforcement schedule that withholds reinforcement for the problem behavior, and simultaneously provides reinforcement for engaging in a desired alternative behavior. This will at the same time reduce the problem behavior while increasing the appropriate replacement behavior. |
| **Steps of intervention:** |
| 1. Identify the function of the behavior 2. Identify an appropriate alternative behavior that allows student to access the same function. (i.e. if they want to escape, teach them to ask for a break appropriately; if they want attention, teach them to ask for attention appropriately.) 3. Pre-teach the skill (this can be done several ways: direct instruction away from other task demands; video modeling; modeling.) 4. Deliver functional reinforcer (a break or attention) contingent on student using the alternative behavior (the behavior that has been pre-taught) right away. 5. At the same time, if problem behavior occurs, withhold the reinforcement for a set amount of time (ie. 30 secs, 1 min). 6. Thin reinforcement as necessary. |
| **Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):** |
| This intervention is appropriate for all ages and disabilities.  Alternative Behaviors for attention: Asking for help, asking for peer attention or adult attention.  Alternative Behaviors for Escape: Asking for a break at desk or away from desk.  ASD or Non-Verbal students: Use picture cards for “break” or “help” or “attention”  EBD or higher functioning students: Get creative! Use green/yellow/red cards (green=”I’m okay”; yellow= “I need help/a break within 5 minutes”; red= “I need help/a break right now”) |
| **Data Collection Method: (how would you take data on this intervention?)** |
| |  |  |  | | --- | --- | --- | | Time | Problem Behavior | Alternative Behavior | | 7:30-8:30 |  |  | | 8:30-9:30 |  |  | | 9:30-10:30 |  |  | | 10:30-11:30 |  |  | | 11:30-12:30 |  |  | | 12:30-1:30 |  |  | | 1:30-2:30 |  |  | | Total |  |  | |
| **Links to video examples:** |
| <https://www.youtube.com/watch?v=VGBlPFb1lFY> |
| **Important notes:** |
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