**Differential Reinforcement of Other Behavior**

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| **Reference Articles:** |
| Separate and Combined Effects of Visual Schedules and Extinction Plus Differential Reinforcement on Problem Behavior Occasioned By Transitions – Melissa B. Waters, Dorthea C. Lerman, and Alyson N. Hovanetz. *Journal of Applied Behavior Analysis* 209, 42, 309-313Cooper, J.O., Heron, T.E., & Heward, W.L. (2007). *Applied Behavior Analysis* (Second Edition). Upper Saddle River, NJ:Pearson Education, Inc. |
| **Used for function of behavior: (escape, attention, tangible, sensory):** |
| Attention |
| **Description of Intervention:** |
| Differential Reinforcement of Other Behavior (DRO) is a technique that involves reinforcing (rewarding) a student if an undesired behavior is NOT displayed during a designated time period.  The teacher will differentially reinforce (reward under certain conditions) the absence of the behavior for a certain time period.  The approach is positive in nature in that the student's behavior is either reinforced or ignored.  No punishment is involved.   |
| **Steps of intervention:** |
| 1. Operationally define the problem behavior
2. Determine highly reinforcing items, activities or social praise.
3. Determine current rate of problem behavior
4. Set intervals of reinforcement just below the current interval of time that the student engages in the problem behavior (if the student is engaging in the problem behavior every 5 minutes, set the interval time at 4 minutes)
5. Reinforce after interval time if the student has NOT engaged in the previously defined problem behavior (may engage in other behaviors, but not the behavior decided upon)
6. Increase interval time as student is successful
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| **Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):** |
| **Example**: Alex interrupts his teacher during instruction on an average of 5 times per 30 minute period. These interruptions occur most frequently during whole group instruction in core content areas such as reading and math. Alex’s teacher decides to use a DRO procedure to reduce Alex’s interruptions. She sets the initial time interval for 5 minutes. Alex is told that that each time he does not interrupt his teacher for 5 minutes, he will earn one additional minute of recess. Alex’s teacher uses a timer to indicate the beginning and end of each 5 minute interval. After each successful interval without interruption, Alex is given a sticker to put on a reward chart. At the end of the day, Alex is allowed to have additional recess time based on the total stickers earned. Over time, the time interval may be extended.* EBD/ High Functioning ASD:
	+ Inform the student of the interval they are expected to go without engaging in problem behavior in order to be reinforced.
	+ Consider using in conjunction with self monitoring system
* ASD/ MOID/ Lower Functioning EBD:
	+ Consider using visual supports (tokens, pictures)
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| **Data Collection Method: (how would you take data on this intervention?)** |
| Frequency & Time Intervals (example below) |
| **Links to video examples:** |
| <https://www.youtube.com/watch?v=eBZWko0acRk> |
| **Important notes:** |
| Also known as “Omission Training”DRO may be more effective when combined with other procedures. For example, reinforcing appropriate alternative/replacement behaviors as they occur may increase the effectiveness of a DRO schedule. |