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To Determine the Impact of Verbal Prompting and Positive Reinforcement on the Total Number of Off-Task Behaviors Demonstrated by a Student with Other Health Impairment

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To Determine the Impact of Verbal Prompting and Positive Reinforcement on the Total Number of Off-Task Behaviors Demonstrated by a Student with Other Health Impairment

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Abstract

The significance of this study is to prompt participants to engage in on task behaviors while providing positive reinforcement. The purpose of this research is reduce the off-task behavior of a participant through distance learning. I hypothesize that with verbal prompting and positive reinforcement the participant will begin engaging in on task behavior through distance learning. This research found that implementation of intervention is effective in reducing the off task behavior of a participant through distance learning.

Social Significance

The significance of this study is to prompt participants to engage in on task behaviors while providing positive reinforcement. 2 more sentences about the importance of on task behaviors related to academic performance

Purpose

The purpose of this research is reduce the off task behavior of a participant through distance learning. I hypothesize that with verbal prompting and positive reinforcement the participant will begin engaging in on task behavior through distance learning.

Method

Participant The participant in this study was an 11-year old boy who was diagnosed with Other Health Impairment (OHI). The participant is in an Resource Specialist Program (RSP) for Specialized Academic Instruction (SAI) services for 97% of the school day. All other instruction is provided within the general education setting. The participant was selected for this study based on the type of off task behaviors (i.e., turning camera off, microphone off, not responding when prompted) demonstrated during the distance learning sessions.

Dependent Variable The intended outcome of this study was to decrease the number of off task behaviors and increase the total camera time within the Zoom classroom.

Independent Variable The independent variable within this study is the implementation of the evidence based practices that were used, verbal prompting and positive reinforcement.

Data Collection

Data was collected over the course of a month. Data was collected weekly, Tuesdays through Fridays. The number of behaviors were recorded by the main researcher (see Table 1 for Implementation of verbal prompting and positive reinforcement).

Table 1

Implementation of Verbal Prompting and Positive Reinforcement

	Tuesday	Wednesday	Thursday	Friday
Number of times the camera was off				
Number of times the microphone was off				
Number of times there was no response to the educator				
Number of Verbal Prompts given per day				
Total off task				

Research Design

This study followed an ABAB withdrawal design and involved the introduction of two EBPs (i.e., verbal prompting and positive reinforcement).

Baseline Within the baseline phase, data was collected by the main first author on the total number of times the participant was redirected to perform an on task behavior (e.g., camera on, microphone on, responding to educator request). Baseline data was collected over the course of five days.

Intervention Within the intervention phase the researcher implemented both verbal prompting and positive reinforcement. Prompting in this research will be done through verbal prompts. All data was collected by the maith author during each session. The intervention will be analyzed over the course of 2 weeks and participants will receive the intervention at the same time (10:10-10:30) for four days (Tuesday - Friday) a week.

Internal Validity To determine the internal validity within this intervention, the participants behavior within the ZOOM session, with the educator, will be measured through data collection. To ensure the internal validity, the participants behavior will be documented daily and whether or not the participants' on task behavior improves through the intervention and through the reward.

External Validity To increase external validity, the participant will be given a verbal prompt reminding him of on task behavior and the reward, at the end of the week, for preferred behaviors. This external validity will start within the first 5 minutes of each ZOOM session and will be repeated everyday. Throughout the session, if the participant is engaged in on task behavior the educator will provide the participant with positive reinforcement for his on task behavior. Positive reinforcement can look like "Good job participant, I see you have your camera on", "Good job participant, I see you have your microphone on" or "Good job participant, thank you for responding".

Social Validity To determine the effectiveness of the study, social validity will be evaluated. This will be done by analyzing the effectiveness of the intervention and the overall performance of the participant which will be based on data collection done by the main researcher. If the participant improves their behavior based upon the intervention that is implemented it will ensure social validity.

Results

Participant Over the course of the intervention the participant exhibited changes in behavior. The participant reduced the number of total behaviors, which included having video off during ZOOM, having their microphone off, and responding to the main researcher.

Baseline Phase 1. Within baseline phase 1 the participant demonstrated 11 off-task behaviors on day 1, 11 off-task behaviors on day 2, and 10 off-task behaviors on day 3.

Intervention Phase 1. Within the first day of the intervention session the participant was introduced to verbal prompting and positive reinforcement. On the first day the participant demonstrated 4 off-task behaviors, 3 off-task behaviors on day 2, 0 off-task behaviors on day 3, and 0 off-task behaviors on day 3.

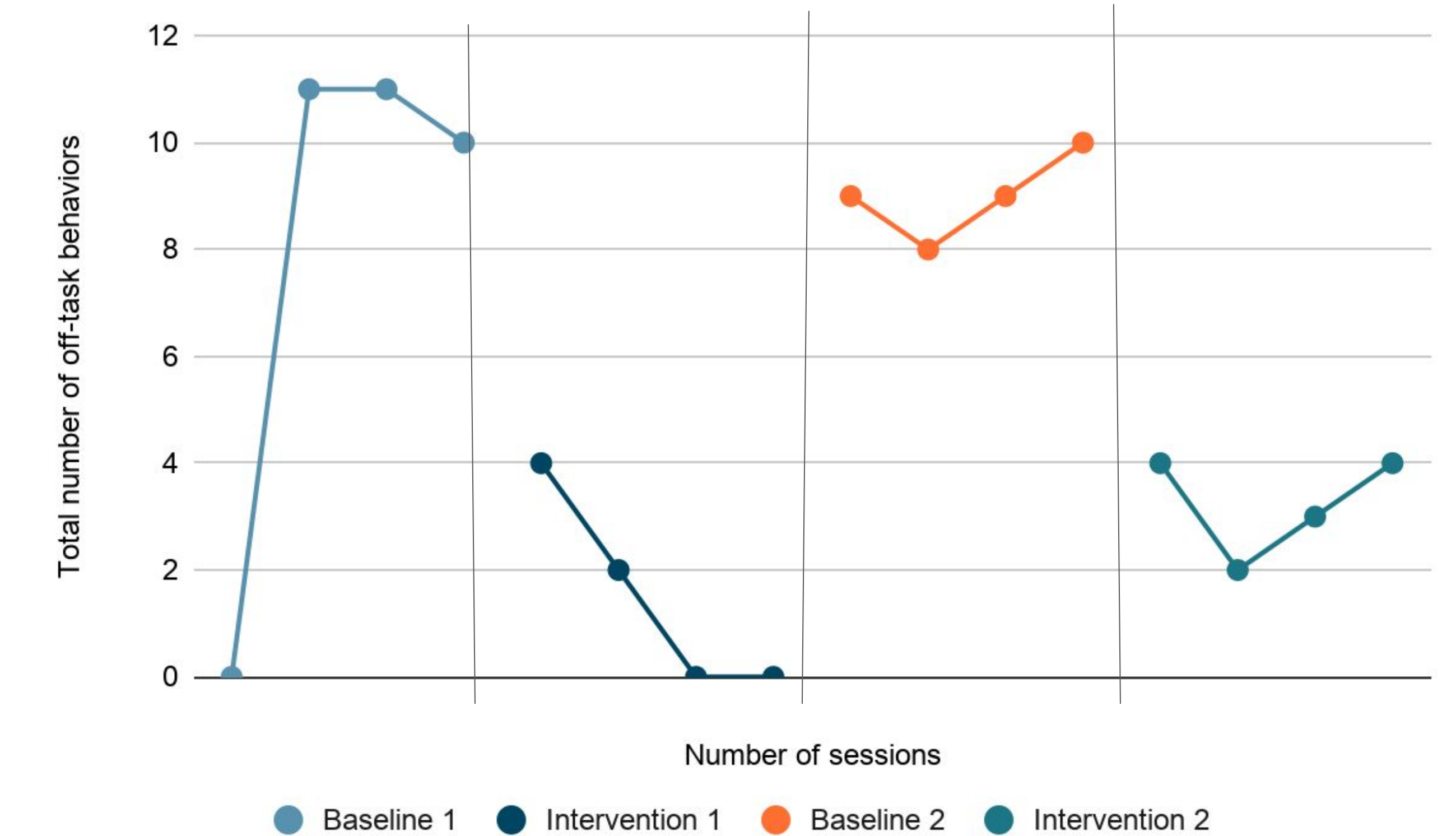
Baseline Phase 2 Within the baseline phase 2 the participant demonstrated 9 off task behaviors on day 1, 8 off-task behaviors on day 2, 9 off-task behaviors on day 3, and 10 off-task behaviors on day 4.

Intervention Phase 2 Within the second implementation phase of interventions the participant was reintroduced to verbal prompting and positive reinforcement. On the first day the participant demonstrated 4 off task behaviors, 3 off-task behaviors on day 2, 4 off-task behaviors on day 3, and 4 off-task behaviors on day 4.

Social Validity The effectiveness of this study was evaluated through data collection taken by the main researcher. The main researcher found that the participant engaged in a reduction of unpreferred behaviors when given verbal prompts, positive reinforcement and a tangible reward at the end of the week for their preferred behaviors.

Figure 1

Participants total number of off-task behaviors



Discussion

The purpose of this study is to evaluate the effectiveness of verbal prompting and positive reinforcement in the reduction of off task behavior. Research has found that the use of verbal prompting and positive reinforcement can result in preferred activities, or behaviors. This study found that with implemented evidence based practices, verbal prompting and positive reinforcement, the participant was able to reduce the number of times they practiced undesired behaviors. These behaviors can impact the future success of this participant through the use of consistent reinforcement, the individual may be able to engage in preferred behaviors.

Limitations

A few limitations of this study was the number of participants, which was one individual. The length of this study was over the course of a month in total which is another limitation. The data points in this study were consistent and appropriate for this study. Additionally, the researcher could have used a different type of single case design, such as a changing criterion to see the impact on on-task behaviors.

Future Research

The next step in this study would be to determine the effectiveness of verbal prompting and positive reinforcement within an in person setting to determine the effectiveness in reducing undesired behaviors. Additionally, researchers could look to determine the impact of verbal prompting and positive reinforcement when used separately. Finally, researchers can look at how these interventions impact the learning of typically developing children and children with disabilities.

