

Title of intervention: Appropriate Vocalization Intervention for a First Grade Student in an Educational Setting

Developers of manual: Kristin Gray, Jane Yam and Aaron Woodward

Summary: This intervention involved a student who has difficulty regulating the volume of his voice based upon situational appropriateness. The student displayed verbal outbursts during classroom activities and appeared to relish the increased attention that his behavior caused. The school psychologist observes the student in the classroom setting to document the frequency and severity of the inappropriate vocalizations. These observations were conducted at various times and days throughout the week to ensure that there were no extraneous variables within the classroom setting that were influencing the behavior. Once the data is gathered and processed an intervention is developed to decrease the behavior. The Incredible 5-Point Scale (Buron & Curtis, 2003) helps students understand themselves, manage the volume of their voice and establishes consequences for using an inappropriate vocal volume (see attachment #4). By rating themselves on these visual scales, students can learn to identify and label their own volumes of voice. A progress book that is taken home daily is utilized to document the student's voice volume level and to provide the student with positive attention from the teacher. The students' progress is also documented on a daily progress book that is averaged at the end of the day by both the teacher and the student. If the students' volume level average is below the goal for the day he is allowed to choose a prize.

Target/goal: The objective of this intervention is to decrease inappropriate vocalizations in the classroom setting. By providing a reward for achievement the student is able to measure their progress and work towards a foreseeable goal.

Materials needed: The intervention requires that the teacher have access to a progress book to document progress (see attachment #1) as well as a daily evaluation sheet (see attachment #2) that is sent home with the student daily. A small prize bin containing prizes that are valued by the student is also necessary materials in the intervention.

Set up for the materials: The intervention takes place in the general education classroom during class time. The teacher (observer) should have constant contact with the student to ensure that all vocalizations are documented. The daily progress book should be hung in an easily accessible area of the classroom where the student can go to observe his progress.

Collection of Baseline data: Baseline data was collected at varying times on a Monday, Wednesday and Friday (see attachment #3). The times were staggered for each day to ensure that the data was collected during different classes and before and after breaks. The observation and documentation was conducted by the school psychologist who sat in the back of the class to prevent causing a distraction. The school psychologist documents the frequency and level of vocalization as well as the situation and the level that would be appropriate within that situation.

Introduction/training: Following data collection the intervention is presented to the teacher as well as the students' parents. The students' parents are included to increase the likelihood that the intervention will be utilized both in the school and at home. The teacher is instructed on how to document the students' vocalizations as well as what vocalizations are appropriate for each situation.

Implementation: The students' vocalizations will be recorded on an hourly basis. When the students' voice volume exceeds appropriate levels the student will be notified and prompted to lower his voice.

Progress monitoring: In order to collect progress monitoring data, the voice volume level will be documented in a progress book by both the student and his teacher. The level will be recorded hourly by the students' teacher and will indicate the voice volume within that period. At the end of the day the teacher and the student will average the volume levels and will write the average at the bottom of the daily progress book. If the daily average is below the goal line the student will be allowed to choose a prize.

Social validity/caveats: The treatment is directed towards students struggling regulating appropriate voice volume levels.

Treatment integrity: Treatment integrity will be assessed by the students' parents who will be invited to observe the student using the 5-point scale with the teacher. This will enable the students' parents to ensure that both the teacher and the school psychologist are completing the intervention as planned.

Reliability: Interobserver agreement will be assessed by both the school psychologist and the teacher who will meet weekly to review the records and compare the students' appropriate vocalizations. The following formula is utilized to calculate interrater reliability. Ideally a 90 - 100% agreement percentage will be achieved:

$$\frac{\text{Number of Agreements}}{\text{Number of Agreements} + \text{Disagreements}} \times 100 = \% \text{ of Agreement}$$

Based on:

Buron, K.D., & Curtis, M. (2003). *The incredible 5-point scale: Assisting students with autism spectrum disorders in understanding social interactions and controlling their emotions and responses*. Shawnee Missino, KS: Autism Aspergers Publishing Company.

Attachment #1

Monday

	5	4	3	2	1	Subtotal
8:00am-9:00am						
9:00am-10:00am						
10:00am-11:00am						
11:00am-12:00pm						
12:00pm-1:00pm						
1:00pm-2:00pm						
2:00pm-3:00pm						

Subtotal ____ ÷ Total Recordings ____ = Daily Average ____

Daily Average= _____

Prize: ____

Attachment #2

DAILY EVALUATION

Student's Name _____

Date: _____

COMMENTS	5	4	3	2	1	Total
Today at school, I did well:						
Arrival						
8:00-9:00						
9:00-10:00						
10:00-11:00						
11:00-12:00						
12:00-1:00						
1:00-2:00						
2:00-3:00						
3:00- home						

Parent/Guardian Signature: _____ Day's _____

Average: _____

Parent/Guardian Comments:

Baseline Date Collection Schedule

Teaching Sam Appropriate Vocalizations

Week #1	Monday	Wednesday	Friday
8:00-9:00	XXXXXXXXXX		
9:00-10:00	XXXXXXXXXX		
10:00-11:00		XXXXXXXXXX	
11:00-12:00		XXXXXXXXXX	
12:00-1:00			XXXXXXXXXX
1:00-2:00			XXXXXXXXXX
2:00-3:00			

Week #2	Monday	Wednesday	Friday
8:00-9:00			XXXXXXXXXX
9:00-10:00			XXXXXXXXXX
10:00-11:00	XXXXXXXXXX		
11:00-12:00	XXXXXXXXXX		
12:00-1:00		XXXXXXXXXX	
1:00-2:00		XXXXXXXXXX	
2:00-3:00			

Week #3	Monday	Wednesday	Friday
8:00-9:00		XXXXXXXXXX	
9:00-10:00		XXXXXXXXXX	
10:00-11:00			XXXXXXXXXX
11:00-12:00			XXXXXXXXXX
12:00-1:00	XXXXXXXXXX		
1:00-2:00	XXXXXXXXXX		
2:00-3:00			

e.g. Monday 8:00am-9:00am - Sam was speaking at a (4) which is a volume higher than all other classmates. This behavior occurred during reading time when a (2) whisper voice would have been appropriate. This information should be placed in the spaces provided. In the spaces that contain X's not data collection will be collected that this time.

The Incredible 5-Point Scale

Type of Vocalization

When Appropriate

5

Screaming:

Emergency Only

4

Outside Voice:

Recess

3

Inside Voice:

In Class

2

Whisper:

In the Library

1

No Talking:

When Someone
Else is Talking