DATA-SHARING

WHY WE SHOULD HAVE USED THE STANDARD BEHAVIOR CHART AND CELEBRATION:
A CASE STUDY

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J. W. is a 31-year-old Caucasian male who has been at the Center for Behavioral Studies for three years. When we began working with him, J. W. emitted no intelligible vocalizations, engaged in little or no productive behavior and had no social skills.

After 12 months of training, J. W.'s parents reported that he had begun making a single, occasional request. A program was then initiated to increase the frequency and variety of vocal requests in his home setting. The parents counted any audible vocal request which occurred between 3:00 p.m. and 11:00 p.m. J. W.'s parents were encouraged to model requesting behavior. These interactions were also counted. Data were returned to the Center each morning, where they were graphed on the add-subtract graph paper which we commonly used at that time. Program changes were made using this graph and changes in frequency as a guide.

The subsequent year we began keeping most program records on the Standard Behavior Chart (SBC) and using celebration. The first author decided to use the SBC and rechart J. W.'s data. Striking and hitherto unseen changes in frequencies and trends were noted. It was clear that our old graph had not encouraged us to look for trends in J. W.'s "requesting" behavior. As a result, we didn't see trends that had developed during that home program. Also, our visualization of the patterns had been hampered by the excessive length of our non-standard graph, 6 feet.

A good example of the problem can be seen by comparing phase III on the SBC (see Chart 1) to its counterpart section of add-subtract graph. The rate of spontaneous vocals was actually accelerating at x 1.4, and had we known this, no phase IV change would have been initiated at that time. However, on the add-subtract graph we "missed" the upward trend, and the initiation of phase IV apparently retarded future celebrations. The client's progress may well have been delayed.

An additional advantage of the SBC was apparent as we charted the modeling behaviors of J. W.'s parents. If anything, they appeared to be "tracking" J. W.'s behaviors, not vice versa as we had earlier believed. The SBC functioned to reduce the graph to manageable size, visualize trends, and uncover previously overlooked relationships.
Chart 1. The Standard Behavior Chart vs. add-subtract graph paper.


- Makes vocal requests

- Supervisor: S.G.
- Adviser: E.J.
- Manager: J.W.
- Behaver: 31
- Age: 31
- Label: makes vocal Requests
- Depositor: Center for Behavioral Studies
- Agency: North Texas State University
- Timer: Denton, Texas
- Counter: CHARTER
We hope this brief paper has demonstrated some clear advantages of the SBC over conventional, unstandardized graphs. We know that the picture this chart painted has increased the probabilities of future charting at CBS.

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Tanya Kelb (Belleville, Ontario) See-think 1470 words per minute (silent reading)

Vicky Vachon (Belleville, Ontario) See-write 146 subtract facts of 18 per minute

Learning Records

Mary Hurst and Patsy (Potosi, Missouri) See-say 10 survival words over and over for one minute -- corrects x20 and incorrects /15 for eight data days

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Patrick McGreevy
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