Frequency Building

DEFINITIONS

Frequency Building

An intervention in which a behavior is practiced, daily if possible, with the goal of achieving behavioral fluency.

Behavioral Fluency

The combination of accuracy + speed of responding that enables competent individuals to function efficiently and effectively in their natural environments. (Binder, 1996, p. 164)

Outcomes (Did they get the MESsAGe?)

- Maintenance
- Endurance
- Stability
- Application
- Generativity

CRITICAL FEATURES OF FREQUENCY BUILDING

1. Performer repeatedly engages in the pinpoint+ within a timed trial.
2. Responses are counted and charted on the SCC (or Timings Chart).
3. Immediate delivery of corrective / affirmative / motivative feedback after the timed trial ends.
4. Future performances of the pinpoint+ focus on integrating the feedback and building frequency with an improved performance.
5. Frequency building ends when the Performer reaches a performance standard, a.k.a. "aim".

chartlytics

OUTCOMES OF FLUENCY

Outcome	Definition
Maintenance	To perform at a comparable frequency after a period of no practice
Endurance	To perform for extended periods of time without fatigue
Stability	To perform without getting distracted
Application	To perform on a more complex task or in a new setting
Generativity	When performance is adapted or combined in new learning situations, even in the absence of instruction

Adapted from Johnson, K. R., & Street, E. M. (2004). *The Morningside model of generative instruction: What it means to leave no child behind*. Concord, MA: Cambridge Centre for Behavioral Studies.

Pre-session Preparation Frequency Bulding Checklist

Start Time:_____ Stop Time:_____ Total Prep Time:_____

		Yes	No
1	On laptop or tablet, open webbrowser (i.e., Chrome)	☐	☐
2	Open app.chartlytics.com	☐	☐
3	Log in	☐	☐
4	Performers > Open performer	☐	☐
5	Select necessary filters	☐	☐
6	Open 1st chart	☐	☐
7	Orient to chart, scroll through recent data + notes	☐	☐
8	If necessary, review pinpoint descriptions/review job aids	☐	☐
9	Collect materials for frequency building and data collection/ask for clarification if needed	☐	☐
10	Click arrow to move to next chart	☐	☐
11	Repeat steps 7-10 for all charts	☐	☐

Running a Frequency Building Session Checklist

Start Time:_____ Stop Time:_____ Total Session Time:_____

		Yes	No
1	Open chart	☐	☐
2	Orient briefly to chart - current slice, counting time, personal best	☐	☐
3	Set timer for selected counting time	☐	☐
4	Position Performer appropriately with regards to the target skill	☐	☐
5	Arrange necessary materials within easy reach of both Performer and BCA	☐	☐
6	Gain Performer's attention	☐	☐
7	Tell Performer the pinpoint and/or today's goal (include visual cues for start/stop if on a sheet)	☐	☐
8	If appropriate, have Performer repeat this back to you to check for understanding	☐	☐
9	Signal the Performer to start the timed trial (i.e., " please begin")	☐	☐
10	Start timer upon initial Performer response	☐	☐
11	During timed trial, count behaviors	☐	☐
12	Enter data > save	☐	☐
13	Provide feedback to the Performer for incorrects that occurred within the timing	☐	☐
14	Document variables that may have affected performance or implementation of the timed trial	☐	☐
15	For subsequent timed trials, repeat steps 6-15	☐	☐
16	Clean up materials	☐	☐

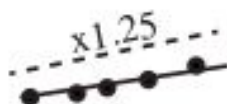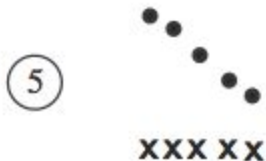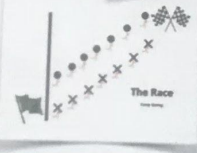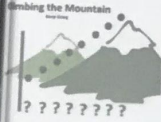|		
Acceleration data decelerating. (Four or five days)	[chart]	Make a change
Deceleration data accelerating. (Four or five days)	[chart]	Make a change
Four days of flat acel data.	[chart]	Make a change
Minimum celeration for acceleration data less than x1.25 (over one week).	x1.25 [chart]	Make a change
Data fall below projected celeration aim line (three or more data points).	[chart]	Make a change
Teacher prerogative: Teacher has information pertinent to improving the learner's performance.		Make a change
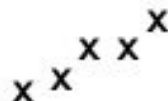
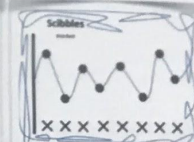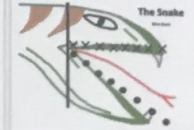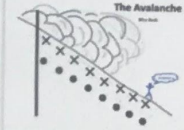## Improving behavior change pictures

① ② ③
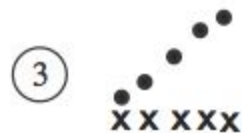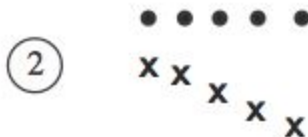
Worsening behavior change pictures
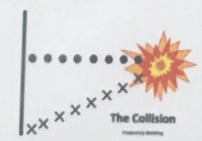
④ ⑤ ⑥
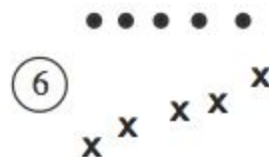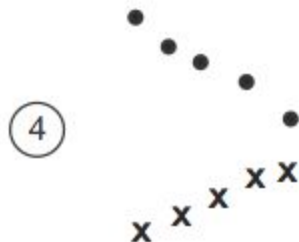
Maintaining behavior change pictures

⑦ ⑧ ⑨

Keep Going

Climbing the Mountain

X Marks the Spot

Jaws

The Race

The Gator

Tool Skills

The Avalanche

The Snake

Belly Up

Scribbles

Frequency Building

The Slide

Free Fall

Stuck in the Mud

In Need of a Boost

The Collision

Student Skills

Bounce

Haugland
LEARNING CENTER
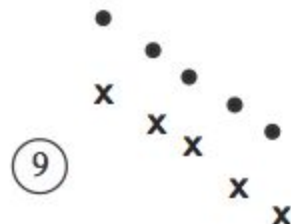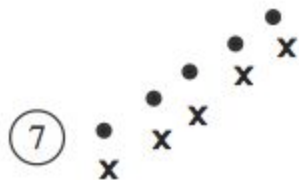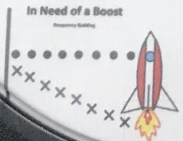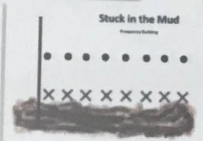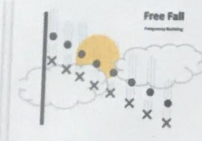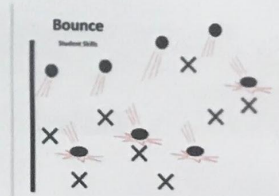
SIGNIFICANT CHANGE

NONLINEAR INTERVENTION

Element pinpoint frequency building

Step back / Step ahead

Slice back / Slice forward

Sprinting

Use reinforcers

Incorrect behavior focus

Reduce/lengthen counting time

Increase/decrease frequency building (practice) trials

NO CHANGE

LINEAR INTERVENTION