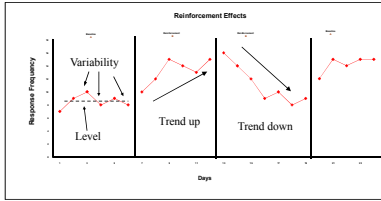


Assessing behavior change by looking at Response Level, Trend & Variability



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Assessing Behavior Change in Single-Subject Experiments

- Large shifts in response level, trend or variability are required, relative to baseline, to be considered "significant".
- These large shifts must be observed when the IV is presented and withdrawn before we consider the results "valid".
- Baselines should be stable (no trends and little variability) before manipulations are introduced.
- Baseline trends in the opposite direction of the expected manipulation effect are acceptable.

Developmental Research Designs

- Cross-sectional method
 - Participants at different ages are studied for a brief period.
- Longitudinal method
 - One group of participants is studied for a long period of time
- Sequential method
 - Combines the cross-sectional method (picking more than one age group to study) with the longitudinal method (studying each different aged group for a relatively long period of time).

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Quasi-Experimental Designs

- *These designs are used in applied settings where true experimental control is not possible.*
- *These designs apply as many features of true experiments as possible.*
- *The results produced from these designs are interpreted with the understanding that not all threats to internal validity have been eliminated.*

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One-group case study

X O

- X is the treatment or the independent variable (IV)
- O is the observation of changes in the dependent variable (DV)
- No control condition to know if the IV affects the DV or were changes caused by some other variable.

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One-group Pretest-Posttest Design

O₁ X O₂

- Observe change in dependent variable (DV) from pretest (O₁) to posttest (O₂) to see if IV has an effect on the DV.
- But there could be several alternative explanations for the change (threats to internal validity).

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Nonequivalent Control Group Design

O X O

O O

- Participants are not randomly assigned
- Usually self-selected groups
- Problem of selection differences

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Program Evaluations

- Needs assessment
 - Is there a need for this program?
- Program theory assessment
 - Are the assumptions upon which the program is based valid?
- Process evaluation
 - Is the program being delivered as planned?
- Outcome evaluation
 - Is the program achieving the desired results?
- Efficiency assessment
 - Are the results worth the cost?

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