

International Encyclopedia of Rehabilitation

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Table 1: SUMMARY OF STUDIES

STUDIES	1	2	3	4	5	6
PURPOSE	To see whether training in multiple settings with two peers, evaluation by peer, and prompting and reinforcement for generalization, can help in the generalization and maintenance of social skills.	To investigate the efficacy of self-evaluation procedures for the generalization and maintenance of social skills with children having visual impairment. Further, whether in spite of stopping the external contingencies abruptly (external reinforcement and peer-evaluation), the appropriate behaviour could be increased, generalized and maintained using self-evaluation.	To investigate whether self-evaluation is effective in generalization and maintenance of social skills, and whether the verbalization prior to self-evaluation plays any role.	To investigate whether self-evaluation could also increase the appropriate behaviour without any initial external reinforcement. In addition, the necessity of feedback for self-evaluation was investigated.	To train the environment to give feedback, and to see the effect of this feedback on the social skills and accuracy of self-evaluation by the child with visual impairment. Along with this, generalization of recruiting feedback was also observed.	To train the environment to provide feedback through trainer-prompts, and also to see the effect of this feedback on accuracy of self-evaluation done by a child with visual impairment.
SUBJECTS	Two girls with visual impairment and four sighted peers in the age group of 8 years 6 months to 10 years 2 months	One boy with visual impairment and two sighted peers in the age group of 7 years to 9 years 2 months	One girl with visual impairment and two sighted peers in the age group of 7 years to 9 years 2 months	Two girls with visual impairment and four sighted peers in the age group of 9 to 11 years	One boy with visual impairment and two sighted peers in the age group of 9 to 10 years	One boy with visual impairment and two sighted peers in the age group of 9 to 10 years
TARGET BEHAVIOUR	a) Direction of gaze b) On-task behaviour c) Problem behaviour	a) Direction of gaze b) On-task behaviour	a) Reciprocal conversation b) Play behaviour	For both the girls with visual impairment: a) Direction of gaze b) Conversation skill	For the boy with visual impairment: a) Direction of gaze b) Conversation skill For the two sighted peers: Providing feedback about direction of gaze	For the boy with visual impairment: a) Direction of gaze b) On-task behaviour For one sighted peer: Providing feedback about direction of gaze
NON-TARGET BEHAVIOUR	none	Problem behaviour	Initiation	For one girl with visual impairment: a) On-task behaviour b) Not fidgeting For the other: Play behaviour	For the two sighted peers: Providing information about the social environment	For one sighted peer: Providing unprompted feedback to another child with visual impairment
SETTING	Integrated Education Setting in India					
EXPERIMENTAL DESIGN		Multiple baseline design across behaviours	Multiple baseline design across behaviours	Multiple baseline design across behaviours	Multiple baseline design across behaviours	Multiple baseline design across behaviours
COMPONENTS	Reinforcement, Peer-evaluation	Reinforcement, Peer-evaluation, Self-evaluation	Reinforcement, Self-evaluation with prior verbalization, Self-evaluation without prior verbalization	Self-evaluation without feedback, Self-evaluation with feedback	Self-evaluation only, Self-evaluation and self-recruitment of feedback	Self-evaluation only for the child with visual impairment, Reinforcement of feedback for child with normal sight
RESULTS	Partial generalization and maintenance of reduction in problem behaviour only	High levels of generalization and maintenance for all behaviours	High levels of generalization and maintenance for all behaviours	High levels of generalization and maintenance for all behaviours	High levels of generalization and maintenance for all behaviours	High levels of generalization and maintenance for all behaviours
FOLLOW UP	Conducted after 4 months	Conducted after 8 months	Conducted after 8 months	Conducted after 6 months		
CONCLUSIONS	Generalization and maintenance not possible if strategies are external	Self-evaluation is effective in generalization and maintenance, auditory feedback is necessary for social skills requiring visual feedback	Self-evaluation is effective in generalization and maintenance, verbalization prior to self-evaluation might play some role in its effectiveness	Self-evaluation is effective in generalization and maintenance, although auditory feedback helps in the development of social skills requiring visual feedback it might be more effective if provided by the significant others present in the environment	Feedback effective in accurate self-evaluation of social skills requiring visual cues, self-recruitment of feedback by target child is an effective way of increasing it in the environment, after initial feedback from the environment the behaviours can be generalized and maintained even in its absence with the help of self-evaluation, peers model each other in providing feedback	Feedback effective in accurate self-evaluation of social skills requiring visual cues, reinforcing the peer to provide feedback helps in increasing it in the environment, after initial feedback from the environment the behaviours can be generalized and maintained even in its absence with the help of self-evaluation, after initial reinforcement peers can learn to generalize it without any feedback