

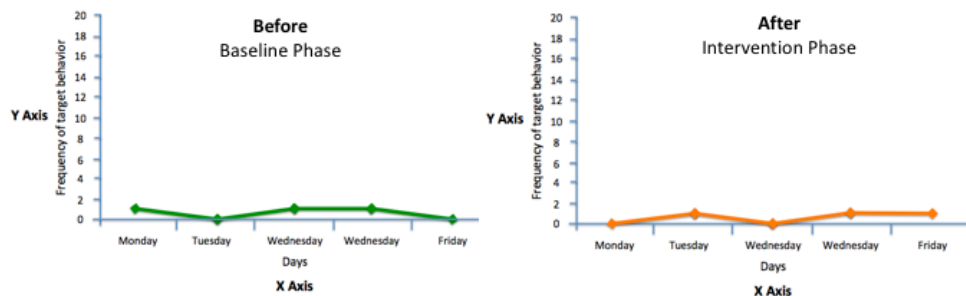
Visual Analysis



Withdrawal Phase

After we have visually analyzed a child's performance within baseline, we examine data collected after baseline which is called the **intervention phase**. This phase is the period of time (days, weeks, months) where some sort of instruction or support was added or changed. The ultimate goal of visual analysis is to determine if the child's performance changed as a result of instructional efforts. While we will only focus on baseline and intervention phases during this module, you should realize that there are a number of different ways we can analyze the effect of an intervention. Sometimes teachers will remove the intervention after it has been implemented and then return to the intervention again at a later date to validate the results. When we remove an intervention and return to baseline, this is known as **withdrawal**.

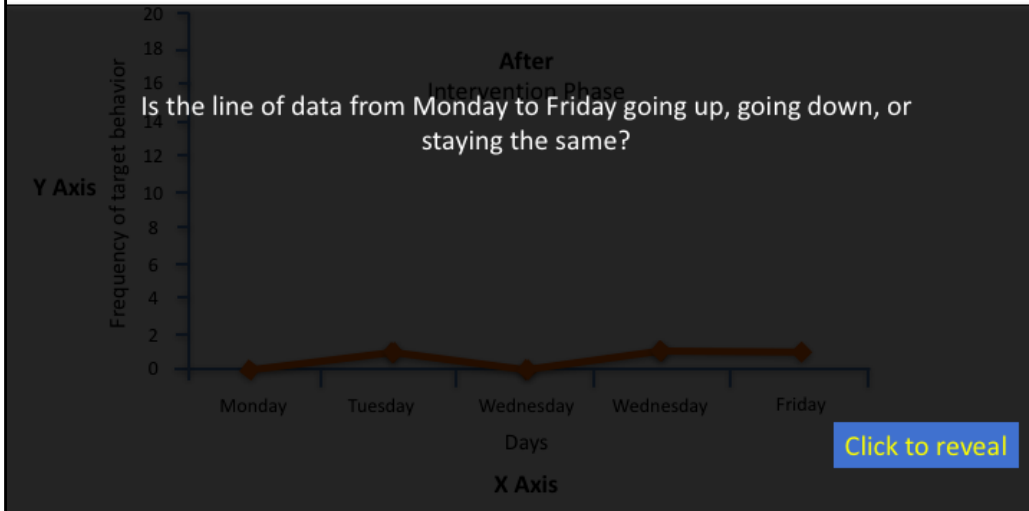
Visual Analysis



In this illustration, the baseline phase and the intervention phase (before and after instruction/support) are placed side by side for a “between” phase comparison. In other words, we’ll compare the within phase information from baseline with the within phase information for the intervention phase.

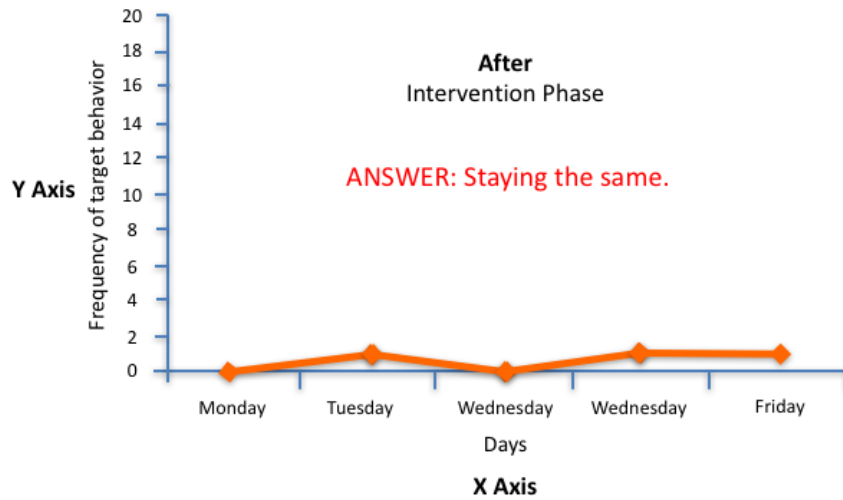
Previously we determined the trend, mean, and degree of variability of the child’s performance during baseline, Now it is your turn to make those determinations for the Intervention phase.

Visual Analysis



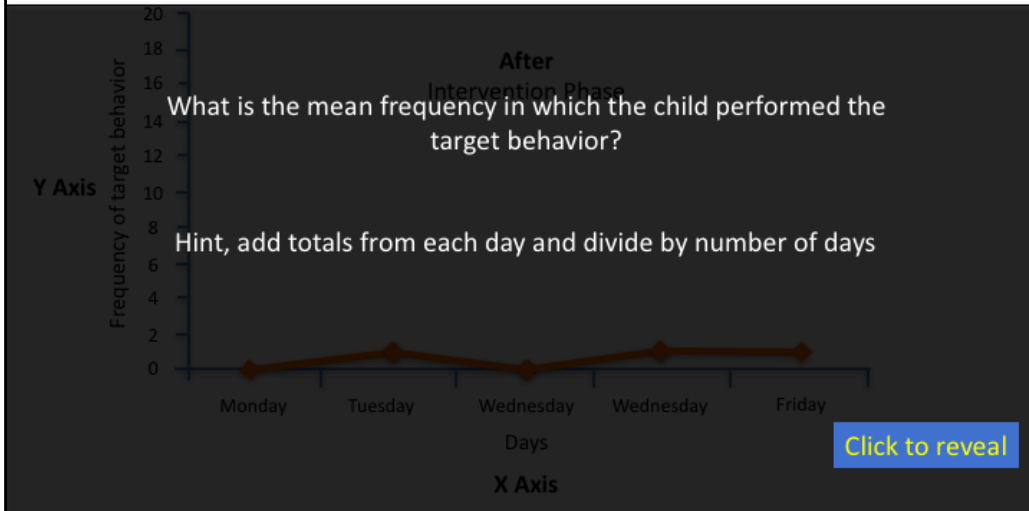
Is the line of data from Monday to Friday going up, going down, or staying the same?

Visual Analysis



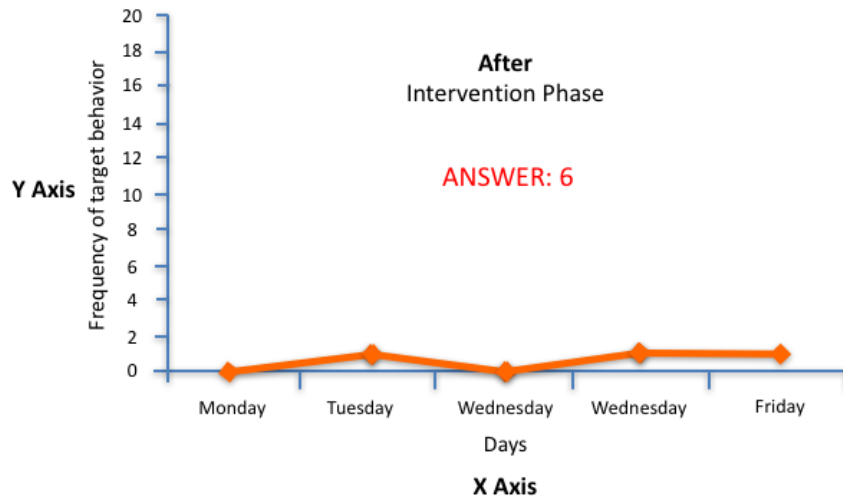
ANSWER: Staying the same.

Visual Analysis



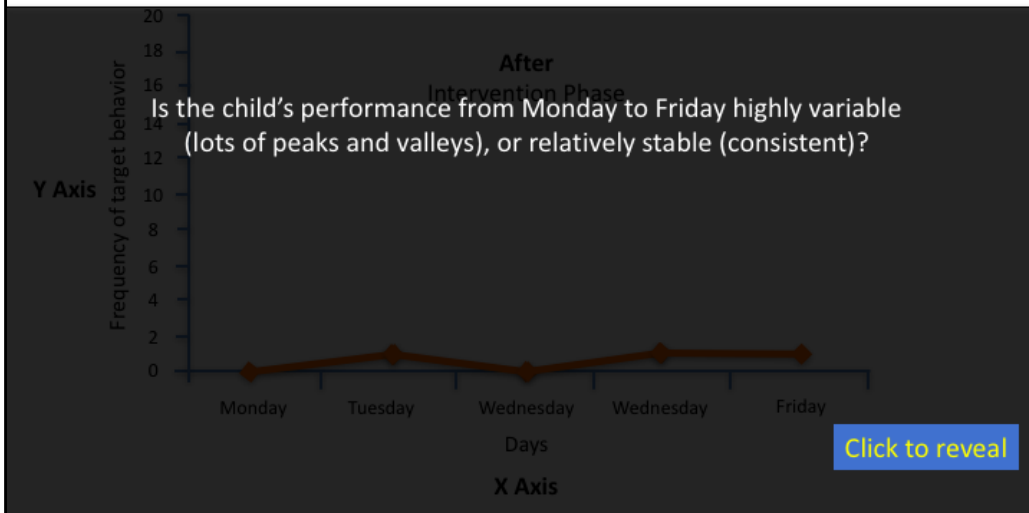
What is the mean frequency in which the child performed the target behavior? Hint, add totals from each day and divide by number of days.

Visual Analysis



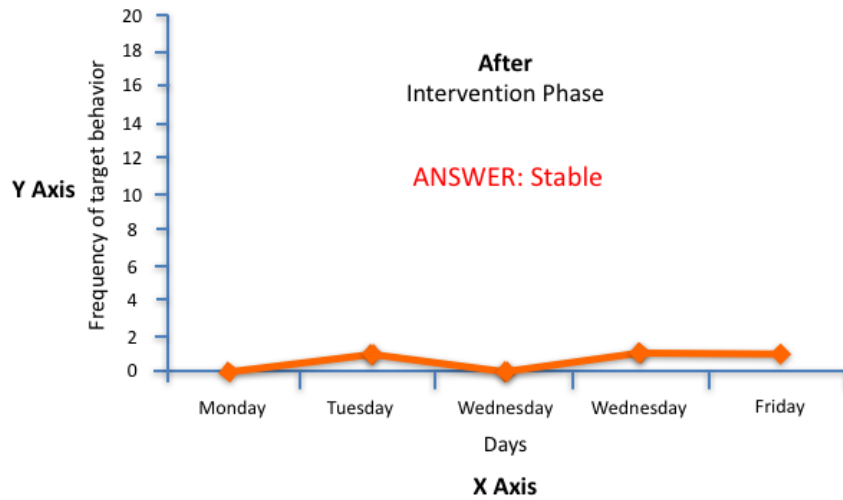
ANSWER: 6

Visual Analysis



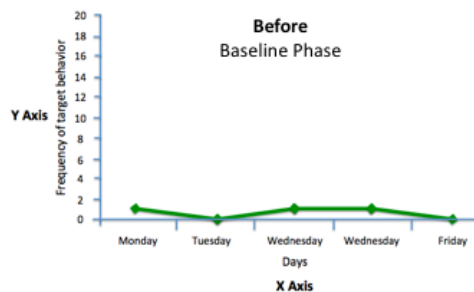
Is the child's performance from Monday to Friday highly variable (lots of peaks and valleys), or relatively stable (consistent)?

Visual Analysis

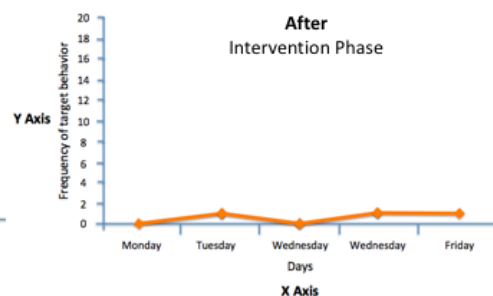


ANSWER: Stable.

Visual Analysis



Summary of performance within baseline: Trend was staying the same, mean was .6, and stable from Monday through Friday.



Summary of performance within intervention: Trend was staying the same, mean was .6, and stable from Monday through Friday.

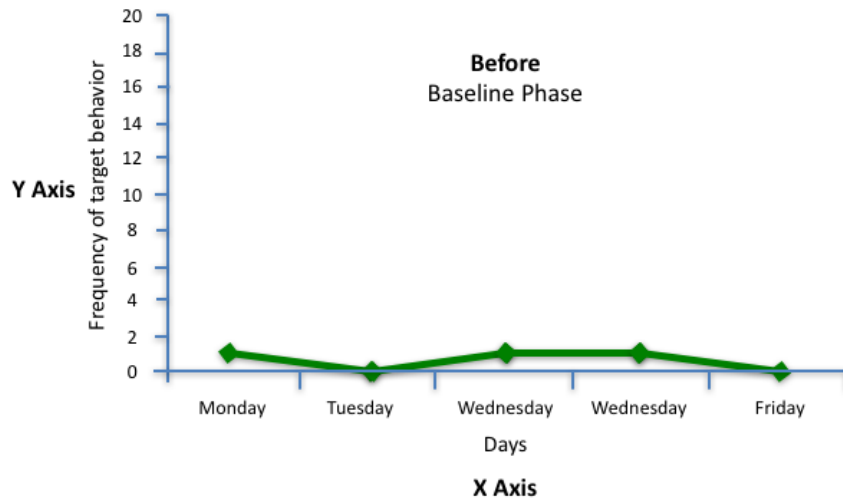
Now that we know how the child performed during baseline and intervention, we are ready to make a between phase comparison. Basically, we need to determine if there was a change in **level** and how quickly a change occurred (if one occurred).

Let's examine "level" first. One way to analyze level, is to think about water levels where the line graph represents the level to which water has risen. One examines the graphs by determining how much "water" could be contained under the line and then compares those amounts from baseline phase to intervention phase.

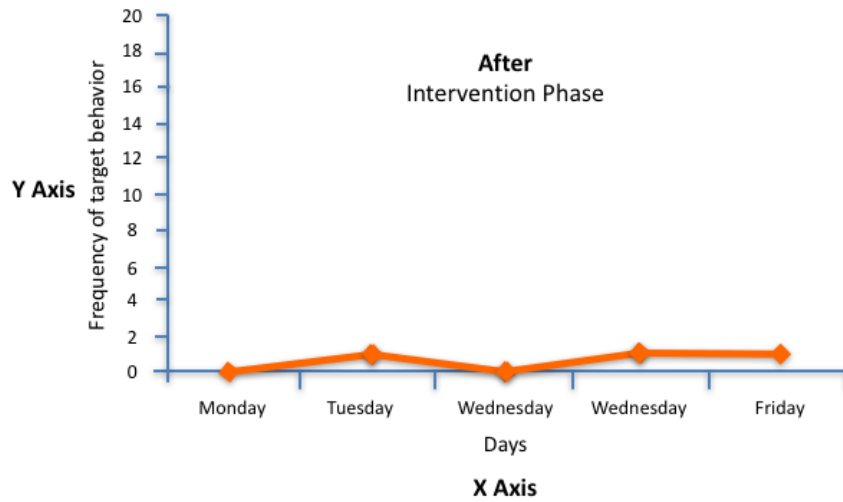
In this example, the same amount of water would likely fit under the line in both phases, therefore we would conclude there hasn't been a change in level between phases.

Next, if there had been a change in level, we would have looked to determine on which day the level rose. The aim of instruction and support is to make a change quickly; therefore, we would want to see a rise in level immediately (i.e., on Monday of the intervention phase), or shortly thereafter. If there is a significant or noticeable rise in level between two phases this is known as **immediacy**.

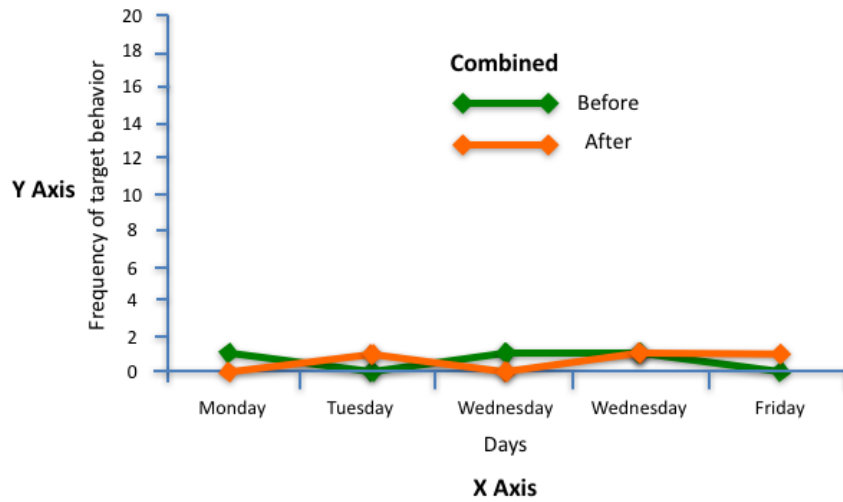
Visual Analysis



Visual Analysis

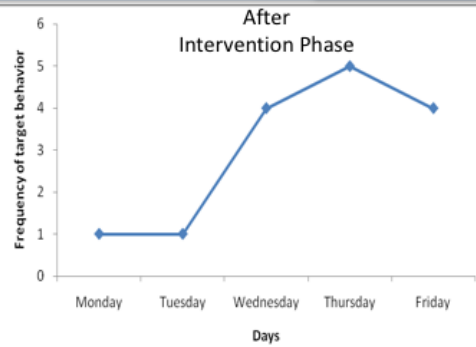
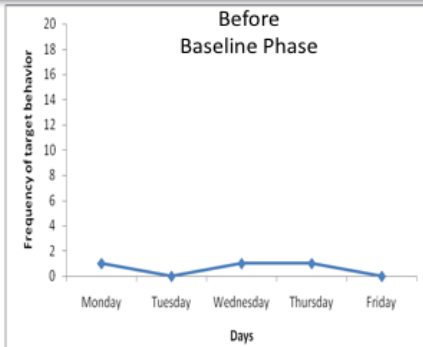


Visual Analysis



Visual Analysis

Click to reveal



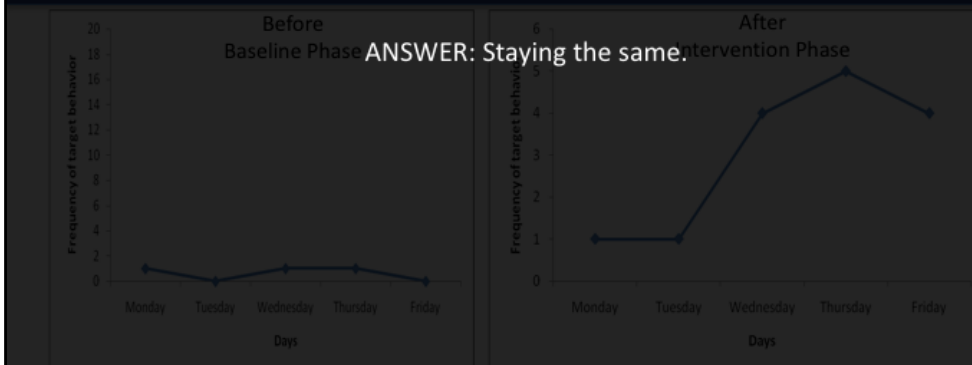
During baseline what was the trend? Going up, going down, or staying the same?

Here are two more line graphs with baseline and intervention phase data for one week each.

Now it's your turn to visually analyze the data for within the baseline phase, within the intervention phase, and between the two phases in order to draw a conclusion about the child's response to instruction/support.

During baseline what was the trend? Going up, going down, or staying the same?

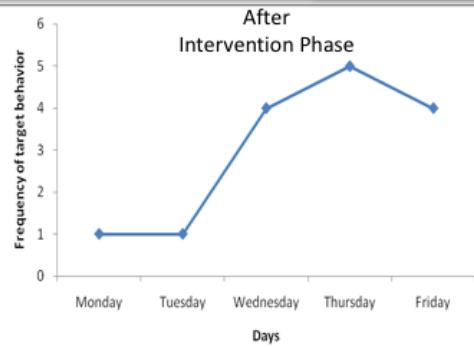
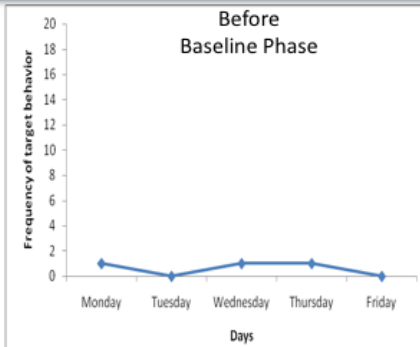
Visual Analysis



ANSWER: Staying the same.

Visual Analysis

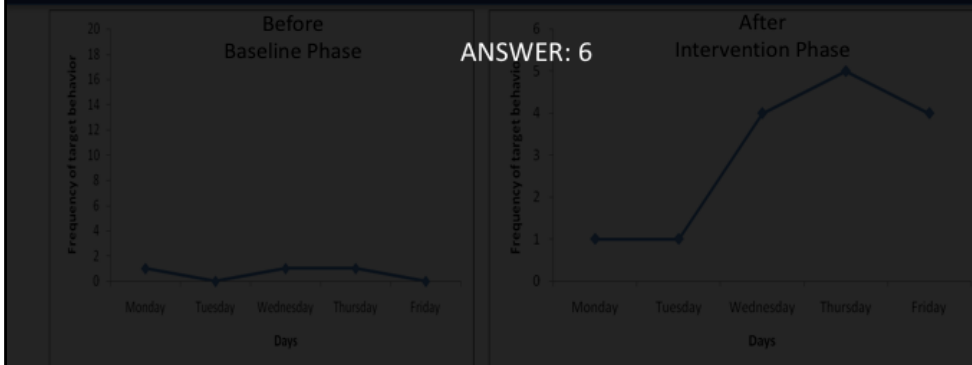
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During baseline, what was the child's mean frequency of demonstrating the target behavior?

During baseline, what was the child's mean frequency of demonstrating the target behavior? ANS

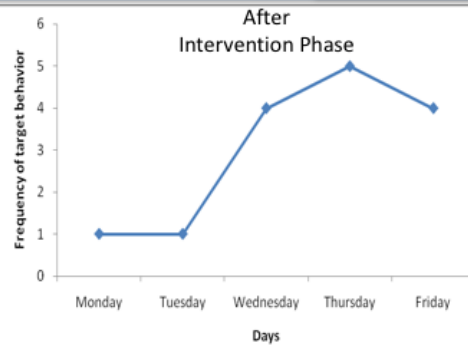
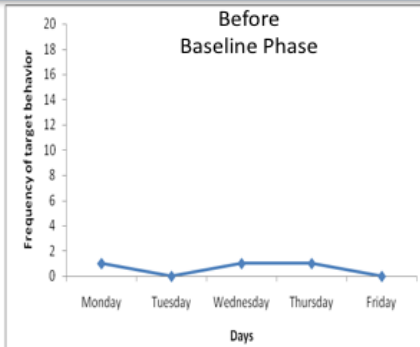
Visual Analysis



ANSWER: .6

Visual Analysis

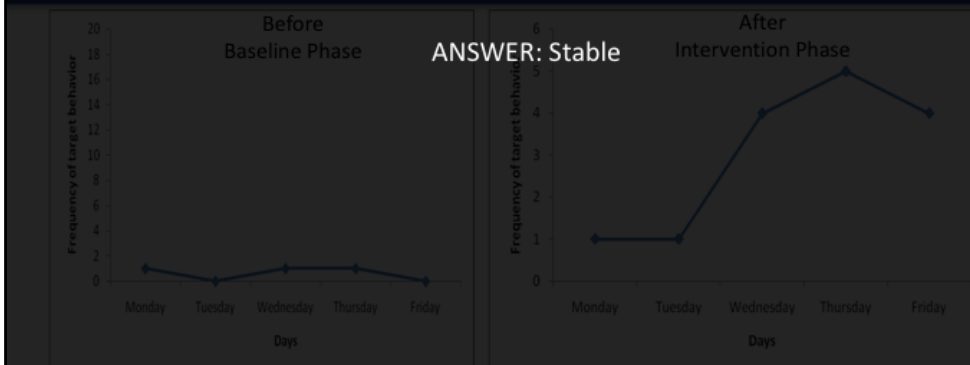
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During baseline was the child's performance stable or variable?

During baseline was the child's performance stable or variable?

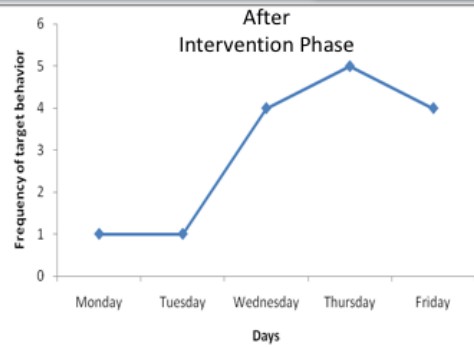
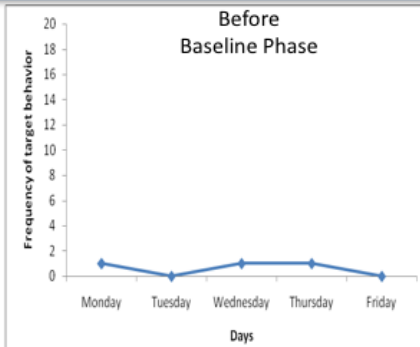
Visual Analysis



ANSWER: Stable

Visual Analysis

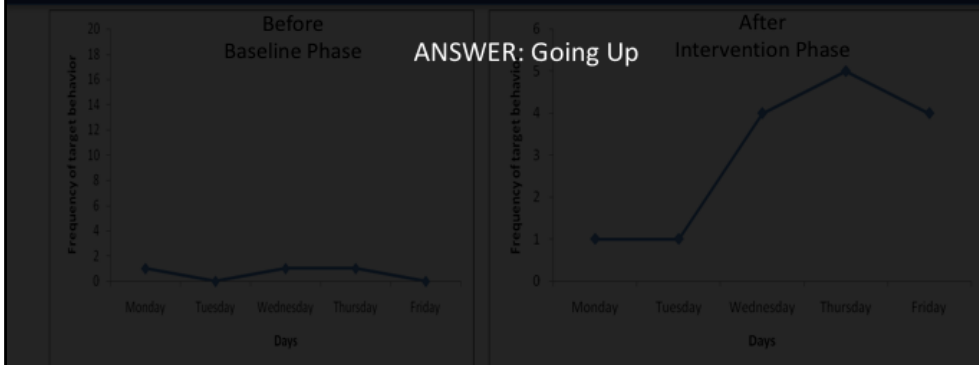
Click to reveal



During intervention what was the trend? Going up, going down, or staying the same?

1. During intervention what was the trend? Going up, going down, or staying the same?

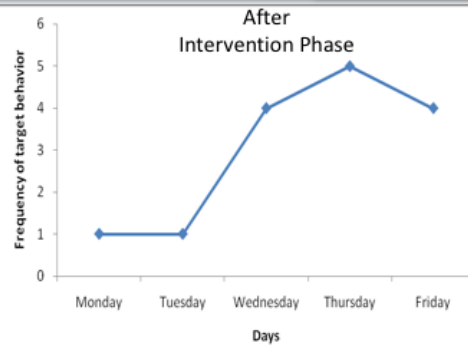
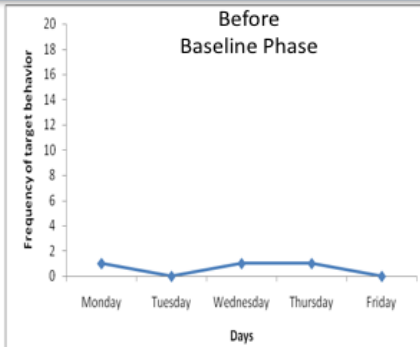
Visual Analysis



ANSWER: Going up

Visual Analysis

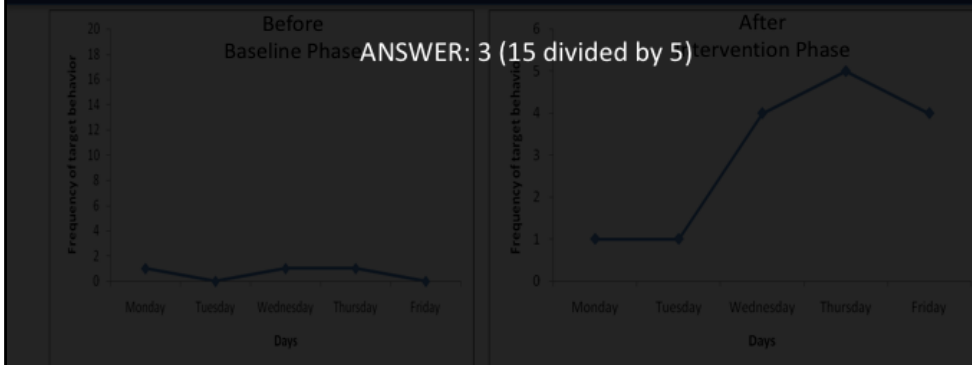
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During intervention what was the mean frequency of demonstration of the target behavior?

During intervention what was the mean frequency of demonstration of the target behavior?

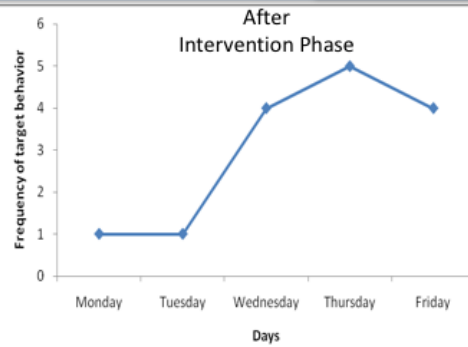
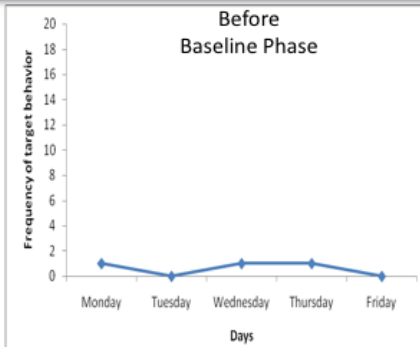
Visual Analysis



ANSWER: 3 (15 divided by 5)

Visual Analysis

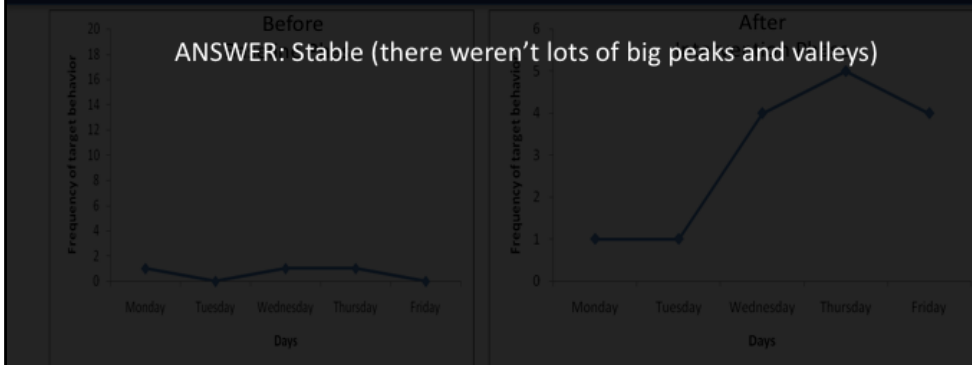
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During intervention was the child's performance stable or variable?

During intervention was the child's performance stable or variable?

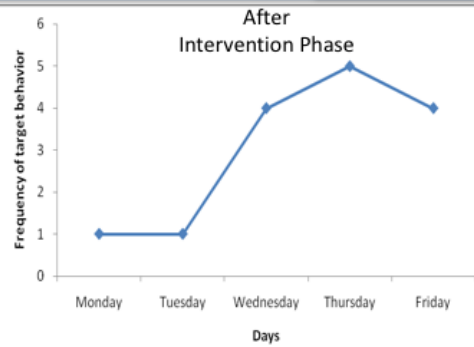
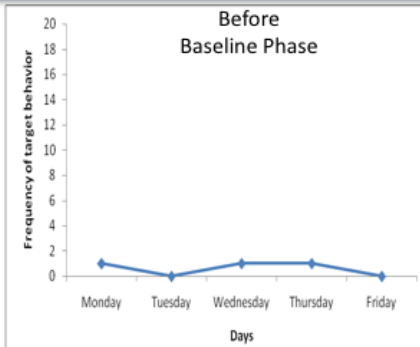
Visual Analysis



ANSWER: Stable (there weren't lots of big peaks and valleys)

Visual Analysis

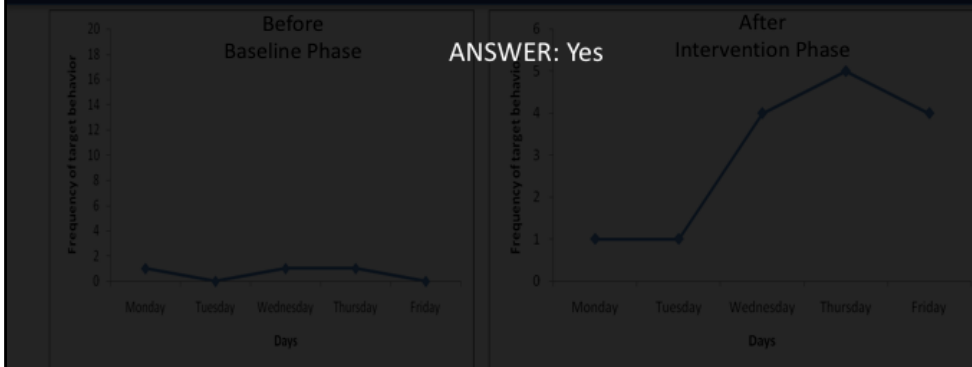
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From baseline to intervention was there a change in level?

1. From baseline to intervention was there a change in level?

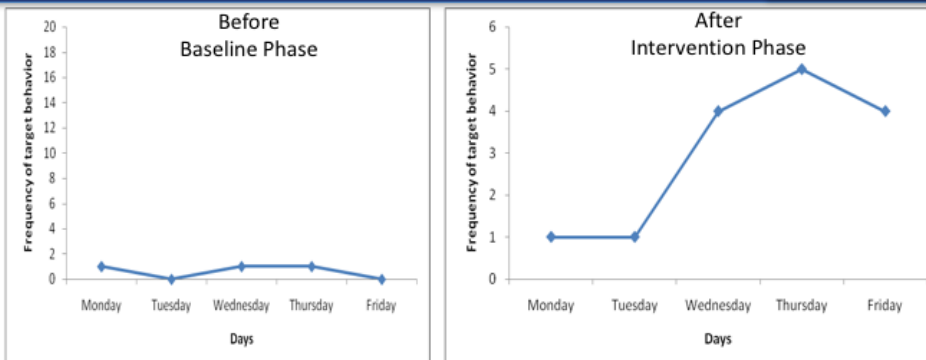
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ANSWER: Yes

Visual Analysis

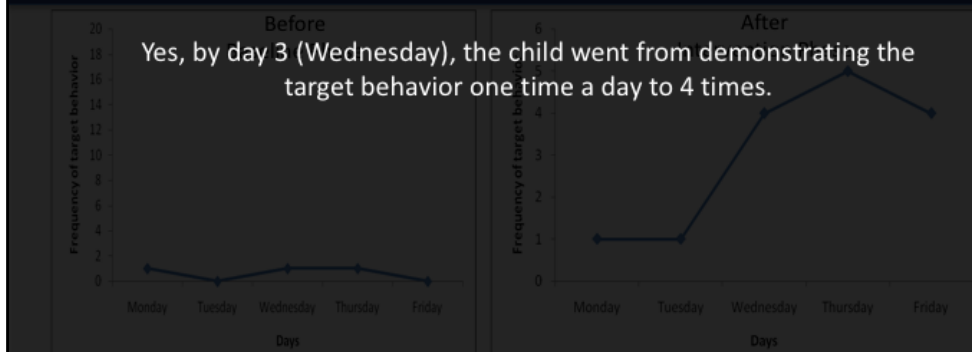
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From baseline to intervention was there a quick change in performance?

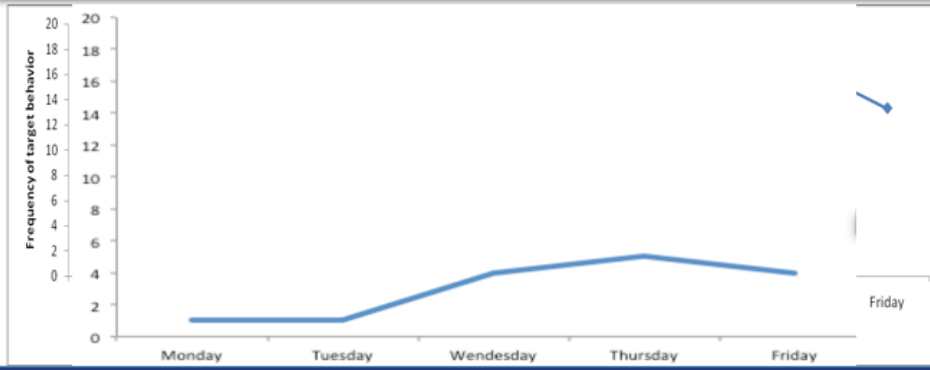
From baseline to intervention was there a quick change in performance?

Visual Analysis



ANSWER: Yes, by day 3 (Wednesday), the child went from demonstrating the target behavior one time a day to 4 times.

Visual Analysis



How did you do? Get most of the questions right?

Well, there is one more thing that we need to discuss when it comes to visual analysis. Did you happen to notice that the scaling on the Y axis changed from baseline to intervention? In other words, during intervention, the frequency scale went from 0-20; however, in intervention it only went from 0-6.

When the X and Y axis are changed from one phase to the next, it can cause visual deception. In other words, as we “look” at the child’s performance during intervention, it seems like there was a huge jump or increase in frequency. If, however, we kept the Y axis on the **same scale** you can see that while there was a change in level and it took place on Wednesday, it doesn’t appear to be as significant as it originally did.