Differential reinforcement of incompatible behavior (DRI) in treating classroom management problems of developmentally disabled children.
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AB Examined the use of differential reinforcement of incompatible behavior (DRI) procedures in treating the classroom management problems of 2 developmentally disabled children (a 10-yr-old male and a 6-yr-old female). Each study utilized reinforcement delivered on adjusting schedules. In Study I hallucinatory verbalizing was eliminated by reinforcing S for remaining quiet during specified intervals. In Study 2 out-of-seat behavior was suppressed by reinforcing appropriate sitting. In each case the effects of DRI were immediate and produced stable suppression, but these positive results were restricted to settings in which treatment was applied. Procedures used to maintain the effects of intervention are discussed.