Behavior Management TOOL: Teaching Others through Online Learning

Module 6: High Probability Request Sequence

<u>Learning Task # 1</u>

Directions: **Let's practice planning out a HPRS for a student in 1ˢᵗ grade who exhibits difficulty lining up with his classmates for a transition to another setting. Fill in each box in the chart below for how you could implement HPRS.**

Marco is in 1ˢᵗ grade and he tends to crawl under his desk whenever the class is told to line up to change rooms, go to a special class, or to leave the classroom. Marco has high functioning autism and is able to verbally communicate well. He enjoys gym class, art class, and drawing but does not enjoy music or loud environments. In most situations, Marco follows the teacher's directions and is academically at grade level. Mr. Fiore, the 1st grade teacher, wants to implement the HPRS strategy to help Marco comply with lining up during the school day.

Environment/Time of Day:	
High P:	
Reinforcement:	
High P:	
Reinforcement:	
High P:	
Reinforcement:	
Low P:	
Reinforcement:	

Learning Task # 2

Directions: **Read the following example of HPRS and see if you can find three errors. Circle the errors and discuss why they are not correct.**

Environment/Time of Day:	Afternoon math class, 2nd grade, math lesson, double digit addition fluency worksheet
High P:	What is 23 + 14?
Reinforcement:	Nice!
High P:	Sit back down, flip your paper over, and draw your favorite dessert!
Reinforcement:	I love all of the desserts! They look great.
High P:	Look at your paper and circle five problems.
Reinforcement:	Make sure your circles are clear.
Low P:	Solve the five problems you circled. Ready, go!
Reinforcement:	I love the way you are focusing and working so hard! Great job!

*Answer:

1. *The 1st high-p is not a "high-p" if it is asking students to solve an addition problem. The HPRS is targeted to have the students solve math problems, so starting with a math problem would not serve to Increase behavioral momentum.*
2. *The reinforcement after the first high-p is not specific as it is very general.*
3. *The reinforcement after the 3rd high-p is not a reinforcement statement. Rather, it is a prompt reminder.*

Learning Task # 3

Directions: **Pick an age group you currently work with, or an age group you are most familiar with, and create a bank oh high-p requests that are age appropriate. The high-p requests can be verbal, include movement or gestures, and should be something that particular age group does not have difficulty completing.**

Age Group/Grade:
High-p requests:

Learning Task # 4

Directions: **Read each of the following examples and decide if the behavior is most likely a high-p or low-p, then discuss with a partner why you labeled the behavior as such.**

1. Collect the papers and place them on the desk.
2. Jump up and clap your hands.
3. Write three sentences about the main character of the story.
4. Match the objects to the correct 3D shape on the paper.
5. Give me a high five.
6. Solve six single digit math problems.
7. Clean up the blocks on the floor and put them in the bin.
8. Using your pencil, tap the space where your name is to be written.
9. Draw a smiley face at the top of your paper.
10. Read the first three pages of the story to yourself.
11. Line up with the class to get ready to go to library.
12. Write your name on the paper.