

HIGH PROBABILITY (HIGH- p) REQUEST SEQUENCE

Illustration and Examples

Setting: Core math instruction

Activity: Independent seat work

High- p
requests

1. Typically related instructions/tasks specific to math assignments
2. Confirmed through direct observation of requests resulted in immediate compliance at least 80% of the time
3. Confirm the first three problems solicit a high- p response (e.g., 1-digit by 1-digit multiplication problems)
4. High- p math problems are interspersed throughout the low- p problems (3:1 ratio) to maintain momentum

Low- p request

1. Academic task in which the student has a history of noncompliance (in this example a non-preferred math problem)
2. Confirmed through direct observation of requests which resulted in compliance less than 50% of the time or less

Implementation Checklist for Success		Illustration
Step 1	Identify and operationally define the targeted low-probability (<i>low-p</i>) behavior.	Independent seatwork for a new or non-preferred math assignment, specifically 6-digit by 1-digit multiplication problems.
Step 2	Generate a list of several high-probability (<i>high-p</i>) behaviors that are similar to the desired <i>low-p</i> behavior.	<u>Math problems</u> -1-digit by 1-digit multiplication problems -2-digit by 1-digit multiplication problems -3-digit by 1-digit multiplication problems
Step 3	Test the <i>high-p</i> behaviors by giving the request 10 times each – retain behaviors that students’ comply with $\geq 80\%$ of trials.	The student was provided with two math worksheets (one with single-digit multiplication problems and the other with multiple-digit multiplication problems). The student was provided with these two sheets and asked to complete the one he or she preferred. After several presentations of different types of math problems, the <i>high-p</i> math problem was identified. <u>Math problems</u> -1-digit by 1-digit multiplication problems
Step 4	Administer three to five <i>high-p</i> requests in succession, followed by praise for demonstrating the requested behavior.	The teacher developed worksheets that consisted of three 1-digit by 1-digit multiplication problems in succession (which are followed by one 6-digit by 1-digit multiplication problems). The student received behavior specific praise for task-completion if the task is completed.
Step 5	Deliver the <i>low-p</i> request within 10 seconds of the last <i>high-p</i> response.	One 6-digit by 1-digit multiplication problem was followed by every consecutive sequence of three 1-digit by 1-digit multiplication problems on the worksheet. A total of four one 6-digit by 1-digit multiplication problems are include on the worksheet (same number as other students without the <i>high-p</i> problems).
Step 6	Praise the <i>low-p</i> behavior upon compliance or demonstration.	After student complied with targeted <i>low-p</i> behavior, teacher provided behavior specific verbal praise for completing problem.
Step 7	Offer stakeholders an opportunity to give feedback on the use of the <i>high-p</i> strategy.	The teacher, parent, student, and support staff were invited to provide their opinions on the goals, procedures, and outcomes (social validity) of the intervention in order to continually refine practices.

Adapted from: Hutchinson, J. M., & Belfiore, P. J. (1998). Adding a sequence of high-preference mathematics problems to increase low-preference mathematic problems performance. *Proven Practice*, 1, 12-16.