

HIGH PROBABILITY (HIGH-*p*) REQUEST SEQUENCE: VERBAL REQUESTS

Student: _____ Teacher: _____ Date: _____

 Primary Observer: _____ Setting: _____ Secondary Observer: _____ Lesson: _____

Start time: _____ End time: _____ Total time: _____

Notes: _____

Scale: 0 = not in place, 1 = partially in place, 2 = completely in place

Procedural Step	Intervention Planning	Session 1	Session 2	Session 3	Session 4	Session 5	Component Total (row)	Percent (total ÷ # of points possible) × 100
1. Identified and operationally defined low- <i>p</i> behavior	0 1 2							%
2. Generated a list of high- <i>p</i> behaviors that are similar to the desired low- <i>p</i> behavior	0 1 2							%
3. Tested the behaviors by giving the requests (10 times each; retain those as ≥80%)	0 1 2							%
4. Administered 3 to 5 high- <i>p</i> requests		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		%
5. Praised expected response		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		%
6. Delivered low- <i>p</i> requests within 10 seconds of the last high- <i>p</i> response.		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		%
7. Praised expected low- <i>p</i> behavior upon compliance or demonstration		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		%
8. Assessed social validity from stakeholders	0 1 2							%
Daily Total (column)								
Percent ((total ÷ # of points possible) × 100)	%	%	%	%	%	%		

Adapted from Lane, K. L., Menzies, H. M., Ennis, R. P., & Oakes, W. P. (2015). *Supporting behavior for school success: A step-by-step guide to key strategies*. New York, NY: Guilford Press. (Figure 6.2, p. 143)