

# PRE-INTERVENTION

 Student: \_\_\_\_\_ Date: \_\_\_\_\_

## High-Probability Request Sequence Student Social Validity Survey

<p><i>Before we get started... What do you think?</i></p>	 0 <i>No, not really</i>	 1 <i>Sometimes</i>	 2 <i>Yes, definitely</i>
1. I would like to have some easier math problems to get started on during the independent math practice each day.			
2. Having easier problems would help me get started faster.			
3. I could get more of my work done if I had some more problems that I liked to do.			
4. Other students in my class would enjoy having specially made practice sheets too.			
5. I would like having the special practice sheets even though I will be doing more practice problems than other students in my class.			
Percentage: (total number/total number possible) X 100 =			

### Additional Comments:

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Adapted from Figure 6.3 (see page 144):

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.



# POST-INTERVENTION

Student: \_\_\_\_\_ Date: \_\_\_\_\_

## High-Probability Request Sequence Student Social Validity Survey

<i>Now that you have tried it... What do you think?</i>	 0 <i>No, not really</i>	 1 <i>Sometimes</i>	 2 <i>Yes, definitely</i>
1. I like having some easier math problems to get started on during the independent math practice each day.			
2. Having easier problems helps me get started faster.			
3. I get more of my work done because I have more problems that I like to do.			
4. Other students in my class would enjoy having specially made practice sheets too.			
5. I like having the special practice sheets even though I am doing more practice problems than other students in my class.			
Percentage: (total number/total number possible) X 100 =			

### Additional Comments:

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