

HIGH PROBABILITY (HIGH-*p*) REQUEST SEQUENCE

High Probability (High-*p*) request sequence strategy can be used as a low-intensity, teacher-delivered support to increase the likelihood a student will comply with or demonstrate a requested (desired) behavior that is currently at a low level of compliance, or low-probability (low-*p*) behavior (Lane, Menzies, Ennis, & Oakes, 2015). To implement high-*p* request sequence strategy, teachers request behaviors that a student is likely to respond to, and provide reinforcement for appropriate responding. Three to five high-*p* requests are quickly given followed in short succession with praise for compliance and a low-*p* request (desired behavior). This strategy takes advantage of behavioral momentum. Compliance with high-*p* requests generalizes to low-*p* requests, which results in increased compliance to low-*p* requests.

Behavioral Momentum Theory:

By increasing compliance and corresponding reinforcement, a momentum is created for compliance to another behavior. The momentum created by the initial compliance transfers to the behavior less likely to result in compliance resulting in perseverance.

Examples:

High-*p*:

“Take out your pencil.”

“Get out a sheet of paper”

“Write your name on your paper”

Low-*p*:

“Begin your independent work.”

High-*p* request sequence is an easy-to-use strategy to support behaviors across academic and social domains. To implement, educators begin by identifying and defining a target low-*p* behavior. This is followed by generating a list of several topically-related high-*p* behaviors. The adult confirms the high-*p* behaviors by testing the student’s response to each request 10 times. High-*p* behaviors are confirmed when the student responds appropriately 80% or more of the time. Now, the educator is ready to conduct the strategy by administering three to five high-*p* requests in close succession followed by praise for adequate

responding. Within 10 seconds of the last high-*p* request, the adult will deliver a low-*p* request and praise upon responding. The materials provided in this Tiered Intervention Library on High-

p Request Sequence provides a procedural checklist for implementation of the High *p* request sequence strategy, an illustration of high-*p* request sequence in practice (independent math practice), treatment integrity checklist, pre/post-intervention social validity measures for students and teachers, and an example intervention grid description for your Ci3T plan or other tiered model of prevention.