let's take a look at the fidelity
00:02
checklist for high probability requests
00:04
this antecedent based intervention is
00:07
used to increase compliance and decrease
00:09
escape motivated behavior that may occur
00:12
during some tasks this fidelity
00:15
checklist is divided into two sections
00:18
preparation and implementation we'll go
00:22
over each individual step in each
00:25
section for preparation the first step
00:28
is to identify whether high probability
00:31
requests is an appropriate intervention
00:33
for the student some things to consider
00:35
if the student lacks compliance to adult
00:38
requests if there are certain activities
00:41
that the student tends to refuse to
00:43
engage in or if they have difficulty
00:45
transitioning between different
00:47
activities high probability requests may
00:50
be beneficial for the student step 2 is
00:53
to identify or define what low
00:56
probability requests you're going to
00:58
work on you're going to consider demands
01:00
that the student typically does not
01:02

comply with when given so on 4 out of 10
01:06
times or less the student is going to
01:09
comply with the request or engage in the
01:11
activity so this could be a demand to
01:13
write their name this could be a demand
01:16
to put away the iPad any sort of demand
01:19
that the student is generally not going
01:22
to follow through with and they may engage in
01:25
target problem behaviors when given that
01:29
demand
01:30
step 3 is you're going to identify some
01:33
high probability requests these are
01:35
things that about eight out of ten times
01:37
when you tell the student to do them or
01:39
ask the student to do them they're going
01:41
to follow through and do them so this
01:43
could be something that's a simple motor
01:45
movement like touch your nose or clap
01:47
your hands or it could be something like
01:49
walk to me pick up your pencil anything
01:53
that the student is going to typically
01:55
comply with and you want a list of at
01:57
least five to seven of those so that you
01:59
have a bank to pull from when you're
02:01

implementing this intervention once
02:04
you've completed steps 1 through 3 the first
02:07
step in implementation is to deliver
02:10
three to five high
02:12
probability requests and a rapid pace
02:15
right and you're gonna deliver
02:17
reinforcement each time the student
02:19
complies with one of those requests
02:21
because you want a fast pace you're
02:24
typically gonna give praise as the
02:26
reinforcer labeled behavior specific
02:28
praise as the reinforcer for complying
02:31
with that high probability request if
02:34
for some reason the student does not
02:36
comply with one or more of your high
02:39
probability requests do not move on to
02:42
giving the low probability request
02:44
you're going to want to pause and make
02:46
sure there are no materials in your work
02:48
area that are associated with that low
02:50
probability request because you may need
02:52
to remove those or you're going to make
02:55
a new list of high probability requests
02:57
and work with those after you've
03:01

delivered three to five high probability
03:03
requests in rapid sequence you're gonna
03:05
deliver the low probability request this
03:08
comes right after that series of high
03:10
probability requests then step six when
03:13
the student complies with the low
03:15
probability request you're gonna deliver
03:17
a reinforcer this could be praise or it
03:20
could be a token or a small edible
03:22
ideally it's a reinforcer that can be
03:25
consumed pretty quickly in the moment
03:28
once you've delivered the reinforcer
03:31
you're going to move on to your next
03:34
sequence of high probability requests
03:36
or next part of your instruction if
03:39
there's more than one adult who
03:41
typically gives that low probability
03:43
request to the student so say you're
03:44
working on transitioning from I've had
03:47
Tom back to work time or from the
03:49
playground back into the school building
03:52
and you're using high probability
03:54
requests if on different days different
03:56
people are going to be giving that
03:58

demand to the student you want to make
04:00
sure that each adult is trained in how
04:02
to do high probability requesting and
04:04
that they use it to get a greater
04:07
consistent increase in compliance with
04:09
that demand over time when you start to
04:12
see how probability requesting be
04:14
effective you can reduce the number of
04:17
high probability requests that you use
04:19
at the beginning of your sequence from
04:21
three to five just just to one so then you're
04:24
doing one high profit
04:25
request and then one low-probability
04:27
request and step one as always we want
04:31
to collect some data to monitor student
04:33
progress so for this intervention we're
04:36
looking at two different things
04:37
typically we're looking at how often the
04:40
student complies with the low
04:41
probability request so that should
04:43
increase over time and then we may be
04:45
also looking at a decrease in the number
04:47
of times the student is engaging in the
04:50
target problem behavior or the intensity
04:52

or duration of that behavior whatever it
04:55
is that you happen to be measuring