A Closer Look: One View of Behavior

Please read the following scenario.

Scott is a student who, when the teacher begins to talk, goes on doing whatever he was doing before the teacher started talking. For example, sometimes he continues talking with a friend, sometimes he continues reading a book, or sometimes he continues looking out the window. As a result, Scott often doesn’t understand what he is supposed to do when he is supposed to do it, or he has trouble catching on to a story being told or concept being explained.

When his behavior becomes bothersome to others in the class, the paraprofessional or teacher will ask him to stop the behavior. Sometimes he stops, and sometimes he doesn’t. When he doesn’t, he is usually asked more firmly, and this riles him up until someone takes him to the hall for a one-on-one discussion or he is sent to the office for discipline.

Consider this scenario while using the learning model described in this lesson. Please provide the following information:

1. Describe the primary challenging behavior.

2. Describe the discriminative stimulus.

3. Describe the consequence.

4. If you were a paraprofessional in this student’s class, what intervention would you plan to use to help this student overcome his challenging behavior? Describe it in detail—who, what, where, when, how. Use the learning model described in this lesson to identify an intervention.

5. Explain why you think the approach you chose is the best option of the three talked about in the behaviorist model (prompt, correction, or consequence) for this scenario.