Please read the following scenario:

Sally is a fourth grader who constantly talks to her classmates during independent reading. After reading silently for about five minutes, she usually starts to whisper to other students. As Sally’s conversation grows louder, it disrupts the whole classroom. Sally’s teacher has tried moving her away from friends, but Sally continues to talk to students sitting near her during independent reading assignments. Suppose you are the paraprofessional in Sally’s class. The teacher wants Sally to learn how to remain quiet and on task during independent reading, and asks you to identify potential positive reinforcements for her. You know that Sally loves to play computers and board games, and that she likes animals. She also loves to work in groups and to take on leadership roles.

Based on what you have learned in this lesson, what type of positive reinforcement could you use to help Sally stay quiet and on task during independent reading time? Consider the following options, and then decide what you would do in this situation:

1. Use activity reinforcement, such as allowing Sally to play on the computer for 10 minutes.
2. Use social reinforcement, such as letting Sally lead the class to the cafeteria.
3. Use tangible reinforcement, such as giving Sally animal stickers.
4. Use another form of positive reinforcement, or a combination of reinforcers.

Describe the behavior:

1. What does the behavior of concern look like when it happens?

2. What should the behavior look like (i.e., what behavior should you teach)?
Describe the conditions around the behavior:

3. When does the behavior take place?

4. What specifically occurs before the behavior takes place?

5. How do people respond to the behavior after it takes place?

Consider the options presented for the above scenario:

6. Which of the options (above) would you choose to use to address the challenging behavior? What is your reasoning for choosing this option over the other options?

7. Would you apply this strategy before, during, or after the challenging behavior occurs? What is your reasoning for this?
**BM-S3**: Demonstrate the use of different methods to intervene proactively to change and maintain behavior

**BM-S4**: Ability to implement remedial techniques in academic skill areas with learners.

**BM-S5**: Ability to use materials designed for skill development in the social areas.

8. Imagine that you need to tell another paraprofessional how s/he should respond to the challenging behavior described in the scenario. Describe in detail, step by step, how this paraprofessional should carry out the strategy that you chose to use.