Selecting and Teaching Replacement Behaviors

Please read the following scenario:

Kelly is a middle school student who struggles with mathematics. When the students are asked to work individually on math assignments in class, Kelly becomes very frustrated with tasks that seem too difficult. She often gives up quickly and refuses to work on any other math activities. In the past, Kelly has torn the assignment in half and thrown it in the garbage. When Kelly repeatedly refuses to complete the math assignment, her teacher usually asks her to stay after school. However, the teacher now wants to teach Kelly a replacement behavior that will be an acceptable alternative to help her avoid frustration and feelings of failure.

Considering what you have learned in this lesson, what might be an effective replacement behavior to teach Kelly? Consider the following options, and then decide what you would do in this situation:

1. Teach Kelly to ask for a two minute break when she is starting to feel frustrated, which will give her the opportunity to calm down before her feelings of frustration escalate.

2. Teach Kelly to raise her hand and ask for help from the teacher or paraprofessional when she first begins to feel frustrated.

3. Assign Kelly a peer partner, and teach her to ask her partner for help when she feels frustrated about the assignment.

4. Choose another replacement behavior to teach Kelly.
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?
**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.

7. **Would you apply this strategy before, during, or after the challenging behavior occurs?** What is your reasoning for this?

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.