Please read the following scenario and then, to your best ability, answer the questions below.

**Scenario**
Cindy just turned three, and she dislikes putting on her coat, boots, hat and mittens. When her teacher asks the children to put on their coats, Cindy usually yells and runs to the other side of the room. If the teacher repeats the request, Cindy often begins to scream. The teacher wants to implement an intervention strategy to prevent Cindy’s challenging behavior.

**Questions**
Imagine that you are a paraprofessional in Cindy’s classroom. The teacher wants to use high-probability request sequences to prevent Cindy’s challenging behavior. She knows that Cindy enjoys music and rhythm activities, as well as gross motor activities. Based on what you learned in the lesson, answer the following questions to describe how you would implement a high-probability request sequence intervention in this situation.

1. Describe Cindy’s challenging behavior.

2. What is the low-probability request that usually results in Cindy’s challenging behavior? *(Hint: What request does Cindy’s teacher make that leads to her challenging behavior?)*
**EC-S1**: Ability to deliver developmentally appropriate instructional interventions under the direction of a licensed professional for infants and young children ages 0-5 in these domains: cognitive, motor, self-help, sensory, social/play, and speech/language development.

**EC-S3**: Ability to prepare, adapt, and use developmentally appropriate materials under the direction of a licensed professional.

3. What is the appropriate behavior that Cindy’s teacher would like to see?

4. Identify three to five high-probability requests that you might be able to use with Cindy. Remember that high-probability requests are requests to which the child will usually respond. For example, you might ask a preschooler to clap her hands. List three to five high-probability requests for Cindy in the space below.

5. Describe how you would use a high-probability request sequence to increase the probability that Cindy will put on her coat, boots, hat and mittens. Be sure to describe the requests you would deliver and the order in which you would deliver them.
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6. How would this high-probability request sequence increase the probability that Cindy will put on her coat, boots, hat and mittens?

7. For an alternative intervention option, how could you embed the low-probability request within one of Cindy’s preferred activities? Describe how you might use “embedding” as an intervention strategy in this scenario.