**Stop and Pause Activity Sheet #3**

1. **Select one scenario, read it, and then diagram it using the contingency diagram provided below.**

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| --- | --- | --- |
| **Scenario 1- Christina** | **Scenario 2- Max** | **Scenario 3- Kyra** |
| Christina wanders into the kitchen where her mother is cooking. She looks around the kitchen and at the tray of her high chair. She moves to the refrigerator and looks at her mom. She begins crying and reaching toward the refrigerator. Her mother takes out a bottle, warms it, and gives it to her. | Max is sitting in social studies class when his teacher hands out a writing prompt and asks the class to take the next 20 minutes to respond in writing. Almost immediately, Max begins making loud vocalizations and talking under his breath about “how stupid this is”. This goes on for five minutes after 2 reprimands, his teacher finally sends him out in the hall to wait until class is over. | Kyra sees three children playing with the train set. She watches them carefully. She grabs one of the trains and holds it. The children call for a teacher. The teacher comes over, asks about what happened, and then prompts Kyra to ask to play. Kyra complies and joins the group. The children reluctantly allow her to join the group. |

**Name of scenario selected:** Click here to enter text.

Click here to enter text.

Click here to enter text.

Click here to enter text.

1. Watch 4 videos and jot down your hypothesis of what the function of the behavior might be. Explain why you thought that (based on what you saw in the video and what you have learned so far in this course).

**Video 1: Boy playing with truck-**

Hypothesis of Possible Function:Click here to enter text.

Rationale/Why:Click here to enter text.

**Video 2: Boy with shirt off 1-**

Hypothesis of Possible Function:Click here to enter text.

Rationale/Why:Click here to enter text.

**Video 3: Boy with shirt off 2-**

Hypothesis of Possible Function:Click here to enter text.

Rationale/Why:Click here to enter text.

**Video 4- Boy entering library-**

Hypothesis of Possible Function:Click here to enter text.

Rationale/Why:Click here to enter text.

1. **Would you change any of your hypotheses or rationales after my ‘debrief’ about the videos? If yes, which ones and why:**

Click here to enter text.

1. **Brainstorm at least 3 considerations that might impact how/why you select target behavior for change**. Click here to enter text.
2. *(go back to lecture before answering this question)*

**Look at the following behaviors. Based on the criteria provided in today’s lecture, do these behaviors justify change?**

|  |  |  |  |
| --- | --- | --- | --- |
| **Behavior** | **Justify Change?**  **YES or NO** | **WHY?** | **Use these justifications in your “why” response:** |
| **A student eats his dessert before the rest of his dinner.** | Click here to enter text. | Click here to enter text. | * Threatens life or safety * Interferes with movement to LRE * Interferes with training * Makes student appear different from peers |
| **A student wants to dye her hair purple on one side of her head and get her nose pierced.** | Click here to enter text. | Click here to enter text. |
| **An adolescent student wants to hangout with his younger brother and his brother’s friends instead of attending activities with his group-home peers.** | Click here to enter text. | Click here to enter text. |

1. **Write down a more appropriate replacement behavior (that will likely serve the same function) for the following scenarios:**
2. Patrick hitting the speech therapist: Click here to enter text.
3. Evan shaking Legos at teacher: Click here to enter text.
4. The young boy hitting a peer while playing alone in block area: Click here to enter text.