

Case Study 3 Prompts/Questions

1. Describe three Tier I supports that could benefit Roberto (see pgs. 295-296 in our text and the "Behavior as Instruction" slides on Canvas (Session 3)). Describe how the teacher could implement these strategies in her classroom. Describe one advantage of using Tier I supports/strategies.
2. What antecedent-based strategy did the teacher employ? Explain why it is an antecedent-based strategy. *Extra credit (1 point): how could the strategy used as a Tier I support?
3. What is one new (replacement) behavior that could be taught to Roberto, that would function in the same way that his "off task" and "disruptive" behaviors are functioning? Hint: What is Roberto getting or getting away from and how can he achieve that same outcome, with a more school-appropriate behavior? This new behavior is referred to as a functionally equivalent replacement behavior (FERB). Remember to refer to the hypothesized function of Roberto's behavior. Briefly describe how teaching the replacement behavior would be carried out by the teacher and/or other school staff.
4. What is one consequence-based strategy that could help Roberto? Describe at least one suggestion you have for if/when Roberto exhibits off-task/disruptive behavior again (see bottom of page 297-299 in the text and lecture notes from Day 3).