

Examples

Mr. Garcia notices that Marco seldom completes his handwriting practice sheet. He decides he would like Marco to increase the number of handwriting sheets completed. Mr. Garcia observes Marco's completion rate over a five day period. In that five day period, Marco completed two of the five sheets. Mr. Garcia frequently hears Marco talk about video games and decides to try and incorporate Marco's interest in them into the handwriting activity. He obtains a copy of a Nintendo video game rulebook, types it into a word-processor and changes the font to cursive. He then gives Marco a paragraph from the modified rulebook to copy for handwriting. He takes data on how Marco performs of the next five day period. Marco successfully completes five of the next five handwriting assignments. Mr. Garcia's determination paid off and his intervention is successful!

Ms. Martens notices that her math students frequently fail to complete their worksheets. She checks her mark book and notices that the students have only completed 6 of the last 10 worksheets. Curious as to why this is, she asks them. The students tell her they don't like doing the "boring old worksheets." She feels the worksheets are good practice for reinforcing math skills and wants to continue using them. She has three different types of worksheets that she uses a) examples from the text, examples that solve puzzles, examples that lead to a color by number. The variety was an attempt to keep student interest. She tracks the rate of completion for each of the different types of worksheets. By looking at the data she is able to determine that the students complete more of the worksheets that have a puzzle code on them than any other kind. She also notices that the worksheets with just examples from the text are the least completed. She decides to stop using the worksheets that only have examples. After two weeks, she looks at the completion rate for the next ten worksheets. 9 of the last 10 worksheets have been completed. Ms. Martens' inquiry and modification have resulted in increased assignment completion for her class.

Jose did not complete his letter tracing activity. Mrs. Davita checks her mark book and sees that Jose has only completed four of the last ten tracing activities. The activity sheet has a letter to trace and a common object corresponding to the letter to color. Jose often states that the work is "boring." From previous experience she knows Jose seems to enjoy

coloring and usually does a good job, except when coloring the letter tracing worksheets. In an effort to make the work more interesting for Jose Mrs. Davita decides to implement a preference intervention. She asks Jose what are some things he likes Jose immediately responds with motorcycles. She continues to make a list until Jose indicates five categories of things he likes. Mrs. Davita decides to replace the low interest pictures of common objects and animals, like mountain lions, on the tracing sheet with high interest pictures of motorcycles. The motorcycle picture chosen corresponds with the letter being traced. She also allows Jose to put his completed worksheet in a folder with motorcycle pictures on it. Mrs. Davita monitors Jose's completion over the next ten assignments to see if her intervention is successful. Mrs. Davita's effort in gathering pictures of motorcycles and reworking the sheets has yielded great results- Jose is now completing nine out of ten letter tracing sheets.