Answers to Chapter 7: Comprehension Questions

1. **What does using behavioral momentum entail?**

   Behavioral momentum involves presenting a student with high-probability requests prior to presenting the student with a low-probability request. That is, the teacher asks the student to complete a few small steps or easy tasks to give the student confidence and get him or her moving in the right direction before asking the student to complete a larger or less desirable task.

2. **What is the difference between an antecedent strategy and a consequence strategy?**

   Antecedent strategies focus on prevention or reducing the chances of the behavior occurring in the first place. Consequence strategies focus on the consequences of the behavior (that is, reinforcement or punishment) and involve manipulating the events after the behavior to change the likelihood that it will occur again.

3. **Why is it necessary to teach a replacement behavior?**

   Behavior serves a purpose. When students are expected to stop using one behavior, they will need a replacement behavior that serves the same purpose. If they do not have a replacement, students will resort to using the old behavior. By giving students more appropriate behaviors to use, teachers can make the problem behavior irrelevant.

4. **What are the stages of the escalation cycle?**

   There are seven stages of the escalation cycle: (1) calm, (2) trigger, (3) agitation, (4) acceleration, (5) peak, (6) de-escalation, and (7) recovery.