

Sample Hypothesis-Based Interventions

Summary Statement: Regain Attention		
When (person)'s attention is withdrawn or directed elsewhere for longer than (time) (e.g., while talking on the phone or interacting with another child), (child) will (describe target behaviors) in order to regain the attention, which is likely to occur in the form of (describe attention).		
Behavior Support Strategies		
Preventing Problems	Teaching Skills	Managing Consequences
<p>Provide unconditional, one-to-one attention periodically throughout the day (determine how to include in daily routine), especially prior to leaving them</p> <p>Let child know when attention will be available and unavailable (describe how)</p> <p>Provide alternative activities or toys when attention will be withdrawn (what)</p> <p>Remind (child) to request attention with appropriate behavior</p> <p>Encourage relationships with peers and siblings (how)</p>	<p>Teach (child) to request attention by (list skills – asking to play, bringing a toy, touching sleeve)</p> <p>Teach (child) to play with peers – turn-taking, sharing, etc.</p> <p>Teach child to play independently and wait until person is available</p>	<p>Provide immediate attention if possible when (child) requests attention appropriately</p> <p>If unable to provide attention, let (child) know when you will be available</p> <p>Reward lengthy periods of independent activity with special, attention-rich activities (what)</p> <p>Withhold attention for (describe misbehavior) by minimizing conversation, looking away, etc.</p> <p>If necessary, remove yourself or (child) to another room to prevent interaction and escalation</p>

Summary Statement: Access Activity

When (child) is told no, required to wait, or asked to leave a desired activity (describe types of activities), he/she will (describe target behavior). This behavior often results in getting the (activity) and/or gaining another preferred activity.

Behavior Support Strategies

Preventing Problems	Teaching Skills	Managing Consequences
When possible, only start activities when there is time to complete them	Teach (child) to ask for more time by saying one minute or holding up a finger	If (child) asks for access or an extension of an activity nicely, allow more time (how much)
Provide a choice of alternative activities prior to or when terminating access	Teach (child) to engage in other activities to distract from the activity removed (what)	If (child) exits an activity or accepts no without (target behavior), praise him/her and offer a choice of alternative activities
Let (child) know when the activities will be available again (e.g., on a picture schedule)	Teach (child) waiting by working delays into daily schedule	If (child) engages in (describe target behavior), withhold access to the preferred activity
Encourage (child) to engage in another activity while waiting	Teach (child) to use a schedule or timing device to plan next access to activity	Stop providing alternatives or negotiating one (target behavior) occurs
Give the child some way to track waiting time (e.g., when I have finished __, you can..., using a timer or clock)		
Remind the child of positive upcoming activities, using “if-then” statements		

Summary Statement: Escape/Reduce Demand

When (child) is asked to do (describe task, activity, or social demand), she/he will (describe target behaviors) in order to escape or delay the task/activity or to gain assistance and therefore reduce the demand associated with the activity.

Behavior Support Strategies

Preventing Problems	Teaching Skills	Managing Consequences
<p>Simplify, shorten, or clarify tasks, activities, or demands by (describe modifications to be made)</p> <p>Embed preferred items or activities (what) in unpleasant or difficult tasks</p> <p>Remind (child) of more enjoyable activities that will occur following completion of the task/demand using “if-then” statements</p> <p>Begin demands with tasks that are relatively easy to complete to create behavioral momentum</p> <p>Clearly differentiate choices from directives by (how)</p> <p>Avoid presenting demands during (list circumstances that are particularly problematic)</p> <p>Remind (child) if he/she is allowed to say no and to request breaks or assistance</p>	<p>Teach (child) to say no to a task, activity, or demand (e.g., by shaking head or pushing materials away)</p> <p>Teach (child) to request a break by saying (word) or using (gesture)</p> <p>Teach (child) to ask for a reduction in the demand by (how)</p> <p>Teach (child) to ask for assistance by (how)</p> <p>Teach (child) to develop a plan for completing activities, allowing brief breaks and ordering tasks to make them more manageable</p>	<p>If (child) says no and the task, activity, or demand is not required (e.g., playing a game), respect his/her decision</p> <p>If (child) asks for a break, allow him/her to exit the activity for (#) minutes while doing (what)</p> <p>If child asks for reduced demands or assistance, provide that help</p> <p>If (child) engages in (describe target behavior), do not allow him/her to leave the demand</p> <p>Withhold access to enjoyable activities until the task, activity, or demand has been completed</p>

Summary Statement: Obtain Item

When (preferred items) are present, but unavailable (e.g., because an adult has refused or put it out of reach), (child) will (describe target behaviors) in an effort to obtain that item. These behaviors often result in (child) getting (name items or other consequences).

Behavior Support Strategies

Preventing Problems	Teaching Skills	Managing Consequences
<p>Clarify what and how much of (preferred items) (child) can have by (strategy – having separate snack cabinet, putting available toys out of shelf, placing magnets on refrigerator to indicate how many the child can have)</p> <p>When in new environments, let (child) know what items he/she may or may not have</p> <p>Remove highly preferred items that (child) cannot have from sight – or keep them out of the house altogether</p>	<p>Teach (child) to request items by saying (word) or using (gesture)</p> <p>Teach (child) to accept alternative items when preferred item is not available</p> <p>Teach (child) to ask how many or when he/she can have (item)</p> <p>Teach (child) to engage in activities to distract him/herself when having to wait or accept no</p> <p>Teach (child) waiting by working delays into daily schedule</p>	<p>If (child) requests an item appropriately and it is acceptable for him/her to have it, provide the item</p> <p>If (child) requests and item he/she cannot have, suggest an alternative</p> <p>If (child) accepts no appropriately, reward him/her by (special item or activity)</p> <p>If (child) engages in (target behavior) when told no, do not allow him/her access to the item – put it away</p>

Summary Statement: Obtain Stimulation

When (child) is not engaged in activities (e.g., sitting quietly for long periods of time), he/she will (describe target behaviors) in order to obtain the stimulation associated with those activities.

Behavior Support Strategies

Preventing Problems	Teaching Skills	Managing Consequences
Provide toys or engaging activities (what) when child will be alone for extended periods of time – include items that are portable Remind the child to use those items periodically	Teach (child) to engage in stimulating activities (what/how)	Encourage (child) to use and continue appropriate activities that provide stimulation (what) with praise/access to even more stimulating items If (child) engages in (target behavior), stop it or remove the item – replace with a more appropriate activity

Summary Statement: Escape Circumstance

When (child) is in an environment that is characterized by (describe noxious characteristics of surroundings), he/she will (describe target behaviors) in order to exit or move to the periphery of that setting and stop the unpleasant stimulation.

Behavior Support Strategies

Preventing Problems	Teaching Skills	Managing Consequences
<p>Avoid circumstances that involve (describe features) all together as appropriate</p> <p>When (child) has to go to these environments, allow him/her to remain on the periphery or wear headphones</p> <p>Make participation in (the setting) more enjoyable by engaging the child in the activity or allowing the child to (add preferred item/activity)</p> <p>Let the child know how long he/she will have to remain in the setting (e.g., I need the 8 items on this list and then we can go)</p> <p>Remind child to request to leave or take breaks from the setting</p> <p>Plan to go to a more enjoyable setting next using "if-then" statements (e.g., once we are done at the store, we can go to</p>	<p>Teach (child) to ask to avoid or leave an unpleasant setting by saying (word) or doing (gesture)</p> <p>Teach (child) to tolerate settings by doing (preferred activity or strategy for reducing noxious stimulation)</p> <p>Teach (child) to participate in activities (what) in the setting</p>	<p>If (child) asks to avoid or leave an unpleasant environment and it is possible to do so, respect his/her wishes</p> <p>If (child) asks to leave and it is not possible, remove him/her to the periphery or allow a brief break from the environment</p> <p>Encourage longer participation in targeted environments by allowing the child to go somewhere he/she enjoys afterward (where)</p> <p>Avoid removing a child from a setting entirely in response to (target behavior) when possible – require (child) to ask to leave</p> <p>If it is necessary to leave a setting due to problem behavior, avoid going anywhere pleasurable afterward</p>

Summary Statement: Delay/Clarify Transition

When (child) is asked to transition from one activity or environment to another (provide examples), he/she will (describe target behaviors) in order to delay that transition and /or obtain more information regarding expectations.

Behavior Support Strategies

Preventing Problems	Teaching Skills	Managing Consequences
<p>Provide a schedule (picture or text) of daily/weekly activities</p> <p>Provide warnings (# min) prior to changing activities</p> <p>Let (child) know what he/she will be doing in the next activity (e.g., provide an item that pertains to that activity)</p> <p>When going into novel situations, prepare (child) by describing what the place will look like, who will be there, what you will be doing, and how long you will stay – using pictures or other visual cues, if necessary</p> <p>Use social stories when appropriate</p> <p>Remind (child) to request delays or more information</p>	<p>Teach child to ask for a brief delay in transitioning by saying (word) or doing (gesture)</p> <p>Teach child to ask for information about the upcoming activity by saying (word) or doing (gesture)</p> <p>Teach child to use and follow a daily schedule</p>	<p>When (child) asks appropriately for a delay in a transition, allow it</p> <p>Share information about the next activity when requested</p> <p>Reward smooth transitions to the next activity with praise and (add desired item/activity)</p> <p>If (child) engages in (target behavior), avoid delaying the transition – remind him/her to request breaks/information</p> <p>Withhold praise and rewards unless child is moving toward or initiating the next activity</p>

Summary Statements: Allay Discomfort

When (child) is (describe discomfort - illness, hunger, fatigue), he/she will (describe target behaviors). This results in adults alleviating the discomfort by (describe supportive actions) or in relief from the discomfort itself.

Behavior Support Strategies

Preventing Problems	Teaching Skills	Managing Consequences
<p>Address physiological needs on an ongoing basis (e.g., allergy meds, regular sleep schedule)</p> <p>Reduce demands when (child) is ill or uncomfortable</p> <p>Recognize indicators that (child) is uncomfortable and remind (child) to communicate</p>	<p>Teach (child) to communicate his/her discomfort by saying (word) or doing (gesture)</p> <p>Teach (child) to alleviate his/her own discomfort by (strategies)</p>	<p>When (child) communicates discomfort, do whatever is possible to alleviate that (e.g., provide food, nap, medicine, heat/ice)</p> <p>When (child) tries to alleviate his/her own discomfort, offer assistance</p> <p>When (child) engages in (target behavior), remind him/her to communicate discomfort instead of simply addressing needs</p>

Summary Statements: Allay Discomfort

When (child) is participating in an environment with restricted opportunities for choice or control, he/she will (describe target behaviors). This results in other people changing their behavior or the surroundings in order to alleviate his/her distress.

Behavior Support Strategies

Preventing Problems	Teaching Skills	Managing Consequences
<p>Provide opportunities for (child) to make choices about:</p> <ul style="list-style-type: none"> - activities, food, materials - people and interactions - routines and schedule - surroundings, etc. <p>Establish rules and routines that apply to everyone in setting</p> <p>Encourage (child) to express his/her preferences</p> <p>Let (child) know what events he/she is allowed to influence</p> <p>Provide opportunities for (child) to plan or establish guidelines for activities</p>	<p>Teach (child) to communicate his/her preferences by (word) or doing (gesture)</p> <p>Teach (child) to tolerate other people's rules or patterns (e.g., by learning to take turns)</p>	<p>When (child) expresses his/her preferences appropriately or makes a selection, honor it if possible</p> <p>Allow (child) opportunities to direct activities or people or rearrange settings contingent on positive behavior</p> <p>Restrict/remove choices when (child) engages in (target behavior)</p>