

BIP Antecedent Interventions

Be Aware of Client's History of Reinforcement: Client engages in target behaviors because her behaviors get some what predictable responses from those around her. For example, she may not appear to want a parent's attention (often telling parent to be quiet/go away) but these are predictable patterns of social interaction client can rely on 'I say go away, you do it, I just got the attention/response I wanted on my terms'. For another example, client may want access to something specific and she may use behaviors to get access in predictable patterns on her terms. For another example, client may want to avoid a real or perceived demand or social interaction and she may use behaviors to escape in predictable patterns on her terms. By understanding the prior (and dysfunctional history of reinforcement) adults can systematically tease out those components to teach client replacement behaviors that are more age appropriate and socially acceptable to encompass the function she is seeking.

Recognize Real and Perceived Demands: Client responds not only to actual given demands, but also to perceived demands such as partner body language, proximity, nonverbal cues, and movement of items in the mutual area. For example, when client picks up an item and an adult moves towards him he may scan their behavior and then move away (as if he is expecting them to make a demand on him, thus he attempts escape prior to that stated expectation). Adults should refrain from rapid movements at him or verbalizing too much while working with him as well as plan their demands one at a time.

Be Aware Of Client's Sensitivity To Being Different: Client is hyperaware of others recognizing her as different. She/He withholds her emotions and language across her outside the home interactions to avoid others picking up on her differences. This withholding keeps Client in an imbalanced state within the home setting (the only setting she self-expresses). Client needs support in understanding everyone is different and learns differently. Client needs to be taught her specific skills and her specific differences as well as age-appropriate, socially acceptable, and functional methods to compensate.

Be Aware of The Severity Of Client's Deficits: Because Client appears outwardly typical (or just quiet) in most situations and because she withholds her severe behaviors for the home setting, the true severity of Client's language, social skills, and executive function deficits have gone completely unsupported across settings.

Be Aware of Client's Dysfunctional Coping Skills: Because she/he has had no IEP or home based support specific to her needs, she/he has learned several dysfunctional coping skills which are currently isolating her/him to home (and into herself within the home). Client's response to most real or even perceived demands is immediate 'fight or flight' type response such as an over-emotional verbal disruption which escalates. Client needs to be taught age-appropriate, socially acceptable, and functional self-management strategies in a very systematic (and likely also desensitizing) way.

Be Aware of Client's Coping Strategies: Client is aware of what he/her knows/is good at and what is unknown/difficult for him. Be aware of Client's attempts to corral all interactions to his topics of interest or activities he knows how to do. Be similarly aware that when presented with new tasks he/her may engage in a myriad of 'not obvious' coping techniques to escape (such as changing the topic, complimenting/distracting the adult, giving a partial response/appearance of starting work independently so adult will stop monitoring him, attempting to change the work expectation, feigning use of a personal strategy like "I am giving myself input" when he is not, and using socially/age-inappropriate behaviors).

Acknowledge Client's intelligence and desire to have control of his environment: Client is aware of the things that are easy for him as well as the tasks that require additional effort. Client knows what varying adults in his life require of him. Client will often engage in inappropriate behavior not only due to knowing he has a deficit in that area but also because the inappropriate behavior makes him feel he has more control of situations presented to him. Adults should provide active opportunities for Client to get safe and appropriate control of his environment. This can be done by giving him choices of activities, offering him options of how others engage with him ("do you want me to put it here or there" or "would you like me to build the bridge or create the train track"), and showing him various ways he can do things ("you could carry your bag on your back or in your hand" or "you can sit at the table or on the floor").

Validate Client's Efforts: Client is struggling and needs to hear that others recognize she is trying. Client may benefit from simple positive statements of casually placed cue cards praising her for simple things. For

example, a post it left in her room stating “I am proud of you” or “I loved how you tried this today” without adults showing it to her or drawing blatant attention to it may help Client feel she was recognized.

Recognize/Validate Client’s Efforts: Acknowledge prior, during, and after emotional and social moments how Client has tried to apply himself or successfully maneuvered the opportunity. Praise the specific behaviors he engaged in “I love how you went to that friend and asked them to play on the slide with you”.

Set Up Opportunities to Review Experiences: To support comprehension, set up opportunities to check for client’s understanding of the current, prior, and upcoming happenings. For example, “what are we talking about right now, where are we going, and where did we just go”.

Allow Additional Time for Language Processing: Client often becomes overwhelmed when she/he is interrupted from a preferred activity to a demand as well as when she is asked repeatedly to do things. At times client may be slow to move (but may believe herself to be complying) so ensure adults DO NOT REPEAT (vs wait for her compliance). Client would likely benefit from a system such as adults writing down 1 simple direction then ‘giving her time’ without repeating or checking on her.

Use 1 Step Directions with Concrete Language: Client is struggling with processing most language currently due to her hypersensitivity to real or perceived demands. Adults should minimize their verbal interactions with her to things she needs to know. When giving directions adults should use very basic 1 step directions with concrete language. This will help Client hear it vs fear it as well as allow her to more likely be successful for the completion of the smaller pieces as she works toward being able to manage more.

Use 1 Step Directions: After establishing attending, give 1 step directions (e.g: “Throw away bag” rather than “get off the floor, pick up your bag, take it to the kitchen, then throw it away”).

Use 1-2 Step Directions: Give 1 step directions for most activities. When within a known routine, 2 step directions can be given (ex: “Get your shoes and go to the door”).

Model Meaningful Language: Language directed at client should be meaningful, concrete, and directly correlated to information she needs. Limit unnecessary language such as non-relevant conversation, open ended statements, or abstract comments. Use secondary supports such as visuals or actual items to make the language more concrete (ex: “we are waiting for our turn” while using the ‘wait’ gesture or “would you like to go shopping or to the park” and showing her pictures of each location).

Use MUST DO vs FLEXIBLE Requirements: Client should be taught what things in life are MUST DO and what things can be flexible. Adults should pick the biggest priorities for Client (in her/him current state this may be leaving the house to attend assessments/doctor’s appointments or tolerate home/hospital teacher visits) and define them as MUST DO. Client would also likely benefit from a calendar (potentially on her phone or in her common space) that is loaded with her MUST DO so she can pre-see them and adults can cue her/him to their coming. Adults can also pair this system with possible/flexible demands allowing Client to have some say in ‘if/when’ those pieces will go into her calendar. Flexible requirements could be related to long term assignments allowing Client to put when she/ he will do them on her calendar.

Provide Clear Expectations Using ‘First/Then’ Language: Identify what is expected ‘first’ and what will happen after the contingency is met both for expected and problem behavior (e.g. “First do your chores, then you can watch TV” or “If you don’t follow directions, then you will not play with toys”).

First/Then Statements: Teach and utilize various “First, Then,” contingencies (ex. First work, then book) in order to provide clear expectations. Client must comply with the demand prior to receiving reinforcement or a preferred item/activity. Utilize the First/Then visual on the token board to assist with these demands.

First/Then Statements Paired with First/Then Visual: Teach and utilize various “First, Then” contingencies (e.g. First earn tokens, then play outside) in order to provide clear expectations. Client must comply with the demand prior to receiving reinforcement or a preferred item/activity.

Visual Supports – Visual supports will be used throughout session such as a “First, Then” board, communication device, and token board. The visuals should be presented while stating the vocal instruction

Communication Device – Client communication device should be modeled by adult actively in his natural environment. Adult should model things client would request, model directions relevant to the given activities, and model comments about what is actively happening or items present in the given environment. As client learns to request things most motivating to him/her and/or learns to pair the device with things immediately in front of him/her, adults can begin to require more independent use of device as well as adults can begin to model more complex language on the device.

Model use of Communication Device: Client has a communication device that should be actively modeled for him across the day and in all environments he accesses. Client should be encouraged to carry his device as these are ‘his words’. Adults can model the device by commenting on the concrete things/activities in his given area “I see a car” or “you are drinking water”. Adults can also pair the device with directions they give such as “stand up” or “turn the page”. If Client is attempting to communicate, adults can also model use of his communication device (e.g. Client is gesturing to a toy train, adult can select ‘toy’ or ‘train’ icon from device while vocally modeling the choice as well with “I want train”).

Model use of Sign Language: Client commonly uses gestures to communicate (some are functional signs). Adults can also model signs to help him connect meaning. Signs that can be actively modeled across most activities may include the following: yes, no, book, music, you, car, ball, bubbles, go, bathroom, play, work, look, listen, wait, stop, my, more, write, want, I, jump, help, all done, open, close, eat/food, drink, sick, and repeatable phrases like clean up, I want, stand up, sit down, give me or one more time. A visual of these sign options should be available to adults to remind them of the given options while they learn to pair the signs with the directions/activities.

Transition Warnings: Transition warnings should be used to indicate to client when breaks or access to preferred items will be ending, and when other changes in activities will be occurring. Transition warnings may include offering a verbal reminder of how much time is left (e.g. “you have one more minute of break”), using timers or countdowns (e.g. “ten more seconds of playdoh. 10, 9, 8, etc.”), or reminders for what activity will be coming next (e.g. after you play, we are going to read a book”).

Provide Transition Warnings: Client needs to know when preferred activities will end. Should adult cue client to a transition and she appropriately advocate for more time or a minute to calm herself before starting a non-preferred task (even if immediately prior to task after break or during task as she is working), this request should be honored.

Transition Warnings: Prior to switching tasks (especially from preferred to non-preferred tasks), client should be provided a warning such as “1 more minute” or a countdown (“10-9-8-7-6-5-4-3-2-1”). Once established the timer or count down may be faded to solely transition cues.

Provide Transition Warnings: Client benefits from reminders of when preferred activities will end. He/she may benefit from a timer set or other verbal or visual reminders for when access to preferred items or activities will elapse (e.g. “You have one minute left” or “Two minutes and then back to work”). When appropriate, have Client be in charge of managing his own transition warnings (e.g. have client set a timer or reminder on his phone, tell client the exact time an activity will end and have him identify when that time elapses, etc.).

Timer or Count Down: A timer or verbal count down should be used to indicate to client when his/her break or preferred access time has ended. Client often hears the timer and will transition back to work on his own. As appropriate adult can cue “I hear the timer” if it appears client did not hear it or is taking his time returning back to work.

Be Aware of Client’s Attempts to Escape Social or Work Demands: Client may find social or work expectations more difficult at certain times than at others. He/she may attempt to avoid or stall work by changing the topic, asking for unrelated things, not responding to demand, or failing to complete expectations he/she knows how to do. Adults should recognize that client may need support to advocate more specifically to what he needs that is available to him/her, client may need prompts to understand the expectation, or client may need specific support to complete the work.

Limit Follow-Up Questions: Adults should limit follow up questions and avoid engaging client in lengthy lectures regarding his behavior, household expectations (e.g. chores), or other inappropriate or nonpreferred topics (e.g. references to violent or inappropriate imaginative scenarios). Instead, adults can validate client's efforts to communicate and then redirect to another activity or conversation topic (e.g. "Thanks for sharing that with me, now let's talk about (topic)").

Establish Attending: Prior to giving a demand, go to client and gain her/him attention verbally or non-verbally. Client may benefit from repeating directions back to others or seeing the expectation in written form such as a checklist or schedule format. At times client may forget the direction she/ he was given while she is complying. It is appropriate to cue client "you were getting the..." or "remember you were..." rather than repeating your direction again.

Establish Attending: Gain client's full attention prior to delivering all demands. May require moving to client and establishing eye contact before presenting demand.

Establish Attending: Prior to giving client a demand, move to his/her immediate area and get down on his/her eye level. Move in front of him/her or rotate his body around gently to gain eye contact before presenting a task or demand.

Establish Attending: First attempt to give direction without prompt such as "go do this" and wait 3 seconds for her to comply. If she doesn't respond, use verbal cues (such as "look/listen to me" and wait for her to reference) or non-verbal cues (such as showing her visuals of 'looking/listening' or gesturing adult fingers to person/item she should reference or pointing to expectation) then stating the directive. If she does not respond or stop what she is doing at any point (using natural or cued attempts as above), move to her immediate area, get down on her eye level, and gain eye contact before presenting a task or demand.

Establish and Maintain Attention to Task: Prior to giving a demand, move to his/ her immediate area. Having client use a system to promote attending by "stopping what he is doing, looking at the person, and listening to directions" will help him/her reference the speaker and comply with the given expectation. At times, Client will forget what he is supposed to be doing in the process of completing the expectation. It is appropriate to remind him with "you are looking for (your pencil)" or "finish (the worksheet)". He/her also benefits from cues to keep him moving such as "5-4-3-2-1" as he is transitioning slower than expected.

Prime Expected Attending: Client may benefit from cues to the expected work behavior such as "show me you are ready to work" which cues client to stop moving his/ her body and look the expected direction. It is also appropriate to cue client to his/her strategies visual to cue specifics "Client we are going to work so remind yourself of the SAY strategy of right now I need to stop/look/listen" both at onset of work and during work. It is appropriate to remind client "before we start work do you need to use a strategy" (offering him options that are appropriate to DO such as "use a fidget or take a drink of water" while staying in the work space). It is also appropriate to remind him "if you do not need a strategy now let's start working and you let me know if you need a strategy". Client's strategy visual is defined below.

Client's Strategies Visual: Client is learning to identify and advocate for what he needs rather than engaging in behaviors to stall or avoid the expectation. Client should be provided a visual support system defining for him 'Things he can DO' and 'Things he can SAY' to navigate expectations. This visual will include specific scripts and picture examples defining the choices available to him and should be in his immediate area during all work expectations as well as available to him across his home environment. Adults should model their use of the supports "Mom is having a problem right now, she can't find the spoon, what can she SAY?...Mom is going to pick a SAY strategy "I need help". Adults should also set up opportunities for client to practice picking a strategy in calm moments such as "client, let's pretend we are working and you think the work is too hard...what could you SAY or DO" allowing client to make a choice such as SAY "This is Hard but I Will Try" or DO "stretch my muscles slowly". Adults should also identify client's needs in the moments they occur "Client, it looks like your body is too excited and we need to calm it...what should you DO...client can pick the strategy of "USE A FIDGET" to calm". Adults should allow client to access his support then return to the expectation (or modified expectation) as appropriate. When teaching the strategies adults may want to make only a few visually available instead of providing him the full pages. Once the strategies become more natural for client, adults can work on using nonverbal

cues (pointing to the pictures or handing him a strategy item such as a fidget to access) instead of using verbal coaching to pick/use. Adults should also look for ways to implement strategies while working vs leaving the work/using a strategy/coming back to work.

Allow Alternate Activities: Allow client to do alternate activities when appropriate. It is important to recognize even being with the group is work for her, so it is often relevant that she can work alone or work on something different than the group while she is simply present within the group space. It is also appropriate to offer options of activities as well as options of where that work can be completed.

Provide Examples: Client makes mistakes for a variety of reasons but can be frustrated when others offer support. Client needs to learn it is ok to try and be wrong. Client also needs to learn she can try again or use a resource to make a better response. Client does not understand she needs help nor can she define how she needs that help delivered. When asked, she will say “no” even if she knows she needs support. It is appropriate to give her options when she appears to not understand “I can show you, I can tell you again slowly, I can write it down, which would you like?”.

Practice/Create Repetitions of Non-Preferred Task Compliance: Client benefits from practice opportunities focused on compliance/timely completion of non-preferred activities. By completing tasks on Adult’s Terms (many times) client learns he can complete the activities and that adults will require him to do so.

Choices: Client may benefit from feeling she has power of her choices. Adults can offer a choice between 2 visual or verbal options for both preferred activities (ex: “Do you want to watch tv or go to movies”) and non-preferred activities (ex: “Do you want to work at the table or on the couch”). Give closed ended choices to make it clear the action is required of client (ex: “You can either get up/start the task or I can bring it to you to do”). Should client suggest a third, appropriate option, this can be honored. It may also be appropriate for client to pick the order of the non-preferred tasks she needs to complete.

Choices: Teach and utilize choice making between 2 visual or verbal options (ex: “Do you want to go to the park or to the pool”). Give closed ended choices to make it clear the action is required of Danny (ex: “You can either carry your bag by yourself or I will help you do what I asked”). Ensure the offered choices are on the adult’s terms but you can also include humor to create interest (ex: “You can carry your bag in your hand or you can carry it on your head”).

Provide Choices: Allow client to make independent choices whenever possible. He can make choices by selecting from offered items, picking from his communication device, or self-selecting from his environments. Adults can pre-defined the available choices as well as cue him if his choices are not available (“that is not available...pick something different”).

Self-Selected Choices: Teach and utilize choice making between 2 visual or verbal options (e.g. “Do you want red pen or yellow pencil”). Holding up pictures of the given items or the actual items may help client understand his options. You can also pair the choices with the actual items.

Forced Choices: Allow client to choose between presented demand options (e.g. “Would you like to clean your room or “organize your toys?” or “You need to do your homework and put away your shoes. What would you like to do first?”). Also identify when choices are not available.

Forced Choices: Use forced choices when appropriate. Forced choices are options between the 2 appropriate options of the given moment (e.g. You must carry something, do you want to carry your bag or lunchbox”). This can help client participate in the required activity as the adult follows through with the expected demand.

Forced Choices: When client must engage in nonpreferred tasks, it is appropriate to offer him a choice between two or more options (e.g. “You must do one chore. You can make your bed or take out the trash.”).

Clarify When Choices Are And Are Not Available: Client should be provided with choices when appropriate. However, when choices are not available and client is expected to respond as directed by adult, this should be explicitly conveyed to him using clear language (e.g. “You can have a choice between ___ and ___” or “You do not have a choice. Adult gave a direction and you must follow it”).

Available/Not Available: Use visual and verbal cues to identify for client what items are available to him or not available to him. If appropriate also provide choices for what he can do instead.

Timer or Watch: Client may benefit from knowing ‘how long’ the stress/demand will last. Adults can support client by giving her choices “you can work on this assignment for 10 or 15 minutes ... which do you want” and then having her set the timer to show herself how much longer she has to keep going.

Timer or Count Down: A timer or verbal count down can be used to indicate to client when his break or preferred access time has ended. This method can also be used for transitioning him from a preferred activity to a less preferred activity.

Breaks: Allow client to request breaks both prior to, during, and after potentially frustrating situations. Discussing with client options she may have available in varying locations will support her ability to believe she can ‘try’ to handle the given expectation. It is appropriate to teach client various types of breaks. For example, some breaks are to leave the area while others are to sit quietly/do nothing while still in the area.

Provide Breaks: Client should be proactively taught to request and access appropriate breaks. Breaks should be designed to help client decompress from prior or upcoming difficult work or to gather himself before going into continued work. In a school setting client would benefit from a visual choice board of break options he has available or a bin of items he can access during his break time. These activities should be deliberately designed to help client engage in calming or get ready to learn tasks. Breaks should be contingent upon use of skills or output of work. As appropriate adults should model correctly accessed breaks to support client in ongoing expectations of a classroom setting.

Movement Breaks: Client benefits from movement while learning. Adults should provide proactive access to movement breaks between work tasks. Should client need a movement break while working, adult should have client complete at least 1 portion of the given work then he can have movement before returning to the remainder of the work.

Breaks: Allow client to request breaks both prior to, during, and after potentially frustrating situations by cueing him to his strategy visual or allowing him to ask for a break. Discussing with client options he may have available in varying locations will support his ability to believe he can ‘try’ to handle the given expectation. Adults should model different versions of breaks. Some breaks are to leave the room/do big motor input/come back to room ready to work. Some breaks are stay in my chair/keep a quiet voice/use a fidget while no work demands are being requested by adults.

Rehearse “Goal, Plan, Do, Check” System: Teach and utilize an organizational strategy using 4 pieces (1) goal (define the goal), (2) plan (create a simple plan of the steps needed to meet goal and/or the strategies available for self-management during the process of working on the goal), (3) do (attempt and/or complete the goal using the steps and strategies), and (4) check (reviewing to ensure the goal has been met or defining the attempt was not sufficient thus returning to plan step to create either new steps or new strategies for the next try).

Goal Setting: Encourage client to set goals for herself. Goals can be monthly, weekly, daily, and even hourly (e.g. “My goal for May is to learn how to put my hair in a ponytail” or “My goal for the next hour is to not interrupt others while they are talking”).

Goal Setting: Discuss with client personal goals he has for himself and goals caregivers have for him. Set up opportunities for client to work on both his own short term and long-term goals as well as caregiver created short term and long term goals. Allow client to earn reinforcement specific to his performance.

Create to Do Lists: When client is expected to complete known or novel tasks, it may help for him to have a visual reference of the given expectation. To do lists can be created and presented by adult, client and a adult can collaborate to create a list, or client can independently create one himself.

Keep Communication Supports Always Accessible: Client’s communication device should always be accessible to client. When communication supports are out of sight or up on an adult reach only location like over the fridge, client is without his words, thus those supports should be down/located within the space client is accessing. If he is

in the kitchen, those supports should be in the kitchen and when he is in the bedroom, those supports should be in the bedroom. Adults should actively model on client's device the current expectations/activities of the given moment.

Keep Communication Supports Always Accessible: Supports such as self-help visuals, what is common/appropriate to do in this room visuals, and communication visuals should always be accessible to client. When communication supports are out of sight or up on an adult reach only location like over the fridge, client is without his words, thus those supports should be down/located within the space client is accessing. If he is in the kitchen, those supports should be in the kitchen and when he is in the bedroom, those supports should be in the bedroom. For common directions or expectations, it is appropriate to keep visuals of those activities posted on the walls of those spaces within the house.

Prompting Mand: Before client gains access to an item or activity client will use his communication supports (communication device and/or low tech options like play visuals). Mand will be encouraged by having supports always accessible with active adult modeling of expected communication exchanges. All attempts to access items or activities without a mand will be blocked and redirected to use of communication supports.

Provide Low Tech Visual Cues: Client benefits from seeing his choices or the steps of a given expectation. Adults should create 'how to' visuals for multiple step directions such as toileting to support client following along with fading verbal directions. Adults should provide visual choice boards for activities like play to support client is seeing and choosing safe play options.

Provide Visual Supports for Novel Situations: To help client understand his role in novel situations, adults should use social stories and reminders of upcoming activities as well as clearly stated expectations.

Provide Visual Cues: When giving Client a direction, orient his attention to the expected task by using points and gestures (e.g. "Get your shoes" while adult points directly at shoes).

Utilize Visual Support Systems: Adults should provide access to and model appropriate use of client visual support systems. Visual support systems include: Calming Strategies, Session Visual (My Way/Adult's Way), and Activity Choice Boards (toys and games, arts and crafts, academic tasks, movement/sensory, and functional tasks). The visual systems can be used to support the use of proactive sensory input, reactive calming strategies, child-selected choices, and adult-selected choices.

Review Basics of Communication: Practice with client the basic of communication such as mutual conversation, giving clear/full information to make own point, talking and listening, waiting for turns in conversation, on topic responding, adding comments, asking questions, clarifying unknown language use, changing topics, identifying relevant and non-relevant information shared, etc.

Review Unwritten Social Rules: Practice defining unwritten social rules that situationally 'pop up' in client's life. Teach her general strategies to better understand what may be happening in these moments such as (1) when an adult seems to want something from client but client is not sure what – have client start asking for clarification from others "can you explain what you would like me to do specifically" or "can you write down the steps for me" or (2) when a peer seems to not have interest in continuation of conversation such as moving away, looking away, or changing topic – have Client cue in to these responses and modify her interactions.

Establish Rules for Work And Reinforcement: Clear rules should be established and followed across parents and staff in relation to what is expected for client's work output. Rules for working with adults may include following directions the first time, staying on topic, staying focused on tasks, and keeping a calm voice and body. Rules for working independently may include reading/listening to directions, getting necessary materials, answering what you know independently, and asking for help when needed. Differential reinforcement should be provided contingent on rule following (e.g. independently following known rules results in high quality/longer duration reinforcement while prompted rule following results in lower quality/shorter duration reinforcement).

Limit Use of Visual Timers: Given client's history of perseverating on time, the use of visual timers (e.g. countdown apps on phone) should be limited. Verbal reminders or visual lists can instead be used to structure session time (e.g. "You have one more minute of break left" or "We're going to take a break after we work")

Model Peer Interactions: Within a group setting client needs support to understand play with peers. Adults should model repeatable interactions to client in the presence of a peer then have client repeat. Client may also benefit from visual supports such as short video clips of the given expectation or cue cards such as “my turn” he can access to communicate his role in interactions. Adults should pre-plan collaborative activities with peers that support client in needing another friend to complete his play goals.

Refrain From Talking About Client in Their Presence: Client is sensitive to others talking about him. It is important for adults to refrain from discussing client’s abilities in his presence. Even when adults intend to be supportive or attempt to hold client accountable for his actions, he takes their talking as criticizing him.

Refrain from Talking at Client: Language directed at client should be meaningful and directly correlated to information he needs. Limit unnecessary language such as non-relevant conversation (ex. “Did you hear on the news that 5 coffee shops are opening in our town”), open ended statements (ex. “What should we do this weekend?”), or abstract comments (ex. “Is this area of the park too muggy for you?”).

Refrain From Overuse of Client’s Name: Do not use client’s name for all interactions you do with him in the house. Limit use of client’s name when giving him non-preferred activities to do. When alone with client you can say “put on your shirt” rather than “Client, put on your shirt”.

Vary Tone of Voice: Vary tone of voice to discriminate between demands/directions and social interactions/praise. Demands and directions may be delivered in a firm

Establish Consistent Rules: Teach established rules that are relevant to all known environments. Provide direct praise and reinforcement for following known rules. Rules should be concrete and unchanging such as “we always walk in parking lots” or “we always put shoes on to go on back porch”. Rules should be practiced frequently across all adults he interacts with.

Establish Consistent Rules and Work Systems: Create and follow through with established rules and work systems across all known settings. Examples may include always putting trash in the trash can, always doing homework after school, always putting dirty clothes in the laundry bin, always putting used items where they belong, always wearing a seatbelt in the car, always wearing a shirt during ABA sessions, always looking both ways before crossing the street, always washing hands after using the bathroom, etc. Adults should work to consistently model and reinforce follow through of all established rules.

Review Safe vs Unsafe Behaviors: Client functions from her own perspective and disregards the social nuances of moments. Adults should review blatant safe vs unsafe behaviors as well as more subtle interactions or situations that can escalate into an unsafe situation (e.g. casual teasing can turn to bullying or walking alone from your home to the store without noting strangers).

Proactively Label Safe vs. Unsafe Behaviors: Client should be taught to identify safe and unsafe behaviors. He should also be taught how to correct unsafe behavior. Adults can proactively label safe behavior such as staying with adults, walking together, sitting on chairs, using a hand railing while using stairs, looking for cars in a parking lot, etc. (e.g. “We are walking together. That is safe.”). Adults can also label unsafe behavior such as jumping on stairs or standing on chairs while cueing client on how to correct his behavior to make it safe (e.g. “That is NOT safe. You need to put your feet down on floor”). See consequence protocol below.

Provide Reminders of Safe Behaviors: Remind client to make ‘safe’ choices by modeling for him ‘what to do’ (ex: “we walk by adults in parking lots, we stay with adults in public, and we ask and wait for an answer before we go look at something in the store”).

Be Aware of Client’s Edible Reinforcer History: Client most often receives edible reinforcement for work compliance/completion in session. Client does not need the oral input of eating the item vs he requests it due to his history of it being delivered by adults and that it’s access is a clear cue ‘work is stalled’ while he is eating the item. This history creates patterns of client then engaging in verbal disruptions (asking for food items and sometimes getting them while other times being told to “wait”) over and over when other personal strategy use and reinforcer development should be supported. When edibles are delivered they should be placed in a mutual location (such as poured on a plate in front of client from the original container) to minimize germs from adults to child as well as to

teach more socially appropriate behavior of eating off my own plate). Adults could also consider presenting a larger container with a few pieces dumped into it then cuing him “you can take 1” so he is reaching/taking the item from the container himself. Adults should work on diversifying his reinforcers to other options and paring those as valuable. It may be appropriate to set times when food items are available and when other play choices are available in session by having the food item out in an open tupperware and then closing that container for portions of session to show it is not available during that time (but other choices are). This may cue client nonverbally when he can or cannot have the food vs creating verbal back/forth about this topic when other work is of focus.

Teach Identification of Safe and Unsafe Behaviors: Client should be taught to identify safe and unsafe behaviors. He should also be taught how to correct unsafe behavior. Adults can proactively label safe behavior such as staying with adults, walking together, using a hand railing while using stairs, looking for cars in a parking lot, etc. (e.g. “We are walking together. That is safe.”). Adults can also label unsafe behavior such as jumping on stairs or leaning back on chairs while cueing client how to correct his behavior to make it safe (e.g. “That is NOT safe. You need to put your feet down on floor”). See consequence protocol below.

Restrict Type of Access For Items Not Safely Used: In order to use items appropriately (especially if they have a history of inappropriate use) client may need items restricted. For example, if client attempts to eat playdoh, he can be provided dough inside a closed Ziploc bag and he can squish the dough through the closed bag. He will still receive input but not require blocking to avoid chewing on dough.

Review Expectations For Social Interactions: Verbally review with client what behaviors are expected when interacting with peers and adults in social situations. Clearly define what behaviors are appropriate and inappropriate for both peers and adults. Expectations for peers may include playing together, compromising, ‘checking in’ with friends, and refraining from teasing or mimicking. Expectations for adults may include refraining from asking personal questions or engaging in lengthy conversations, standing at a safe distance, and responding appropriately to adult conversation topics.

Proactively Model Interactive Play: Get down on client level and practice appropriate play. Ensure adult is face to face to encourage eye contact and interaction. Observe what he is doing in attempts to follow his lead in play. Wait for him to show how he wants to play (and repeat his play). Listen to his play (when appropriate repeat his sounds). Provide clear models of ways toys are intended to be used. Use 1 word labels, actions, or concrete phrases such as “ball”, “roll ball”, or “ball is rolling”. Play slow to support his processing of the play model. Provide choices such as “brown dog and being used throughout play exchanges.

Proactively Put Limitations on Rigid Play and Provide Flexible Play Models: When playing alone allow him to explore items (as long as he is safely using them) but also ensure his play is not becoming rigid or patterned (such as lining items up, making stacks, or repetitively moving items). Provide models of ‘other ways’ to interact with preferred items such as “you can drive the cars down the ramp”, “you can stack the blocks”, or “you can shake the maracas to make music”. If he is not receptive to the given models, have him try your way a few times then transition him to a new play option. It may also be appropriate to provide client alternative functional and social activities. For example, he could line items up (such as counting toys into a patterned frame like an egg carton, he could make stacks (such as gathering everyone’s completed worksheet and lying it on the teacher’s desk), and he could repetitively move items (such as moving the animals off the table and back into their play bin).

Provide Novel Examples of Play and Language in Play Using Familiar Scenarios: Set up scenarios where client can play with someone else and take turns leading then following their lead by doing the same activity. When playing with a man and a horse, client may have the man feed the horse. Re-play the same activity your way by saying “You had the man feed the horse, I will have the man ride the horse”. After setting up the situation, provide a short script of activities such as “my man is riding the horse to the stable to get a new saddle, my man puts the saddle on the horse, my man rides the horse back to the barn to show his friends”. After providing a model, encourage client to ‘try it that way’. Client should be provided praise for following the lead of another as well as expanding on their play “Wow, Client you also had your horse get a carrot when he rode back to the barn, that’s a great idea”.

Provide Visual Examples of Play and Language in Play: Remind client to look at what his friends are doing as well as try play he sees in pictures. For example, provide client with visuals such as ‘ideas for recess time’ and role play those scenarios with client as practice outside of recess times.

Practice Turn Taking in Play and in Actual Conversation: Use familiar activities like games to work on “your turn/my turn”. When client is speaking, model active listening. When you speak, have him work on active listening.

Develop Safety Awareness: Remind client to make ‘safe’ choices by modeling for him ‘what to do’ (ex: “we walk by adults in parking lots, we don’t jump off furniture”).

Safety Awareness: Client will be taught to identify safe and unsafe situations and the appropriate ways to respond to those scenarios.

Support Client in Identifying His Own Emotions and Using Calming Strategies: Use verbal and visual supports to remind client of his emotion and behavior calming strategies. He responds to identifying his emotion or problem then a solution focused either on “what he can say” or “what he can do”.

Practice Emotions Language and Perspective Taking Language: Practice active labeling of own feelings and other’s feelings in self, other people, videos, books, and social scenarios encountered. Include the possible feelings present in self and others, include the thinking present in self and others, include the beliefs/motivations/desires of others, and include what could happen next and why.

Teach Emotions Language and Personal Strategy Use: Client has been learning to both proactively and reactively use his personal strategies (use headphones, I Feel..., use chewy, stretch, make hands tight/loose, walk, ask for help, take deep breaths, count, ask for break, squeeze something soft, sit calmly, jump, use fidgets, close eyes, chew gum, use a ball, use weighted blanket, use sensory bin, find items in dough). Proactively pair client’s emotional state with strategies he has available to him before he escalates into inappropriate behaviors. This can be done by reminding client of his strategies “Client, we are going to work on (harder task), remember you can use a strategy if you need one” (while showing him his personal strategies visuals). Separately, adults should practice identifying emotions on themselves “Look client, I am feeling...”, on client “Client you can say “I am happy I got to play with you”, and on familiar characters in client’s books/videos “oh the girl is sad...she can...”. The visual strategies and emotions of focus are pictured/hung up in across the home. Note consequence procedure for redirection post inappropriate behavior moments.

Practice Non-Verbal Communication: Practice interpreting not only blatant/verbally stated emotions/perspective taking but also subtle and non-verbal communication. Practice interacting using only facial expressions, gestures, and body language to help client read those communication interactions more clearly.

Practice Non-Verbal Communication: Adults should use limited verbal prompting with client and instead focus on nonverbal cuing as well as cuing from a distance. Adults should set up scenarios where they give client directions non-verbally and have her follow the simple directions. Adults should also use a wide variety of positional prompts, point prompts, model prompts, and simple hand signals to develop her awareness of nonverbal communication. Some examples could include adult putting out their hand (to indicate client should put an item in it), adult pointing to a chair (indicating client should sit), adult gesturing their palms/arms up (to indicate client stand up), adult gesturing a specific direction (indicating client should move that direction), adult nodding their head no or yes, adult using thumbs up or ok signal (indicating she was correct in her response), adult holding up a finger (to indicate waiting), adult waving client towards them (indicating client should come to adult), adult holding up an open hand (to indicate stop), adult putting finger over their lips (indicating client should be quiet), adult pointing to their own eyes then to the area client should be looking at, adult pointing to their own ears then to the area client should be looking at, and use of other gestures that are commonly used in most environments.

Practice Identifying Own State: Practice identifying signs that client may be becoming overloaded, nervous, or upset. These may include identifying body signs (increasing heart rate, face becoming hot, sweating), identifying desires based on distress (new thoughts of wanting to eat), and sudden increase of emotions (immediate sadness, anger, or emotional dysregulation). Work with client on identifying her body state, desires, or sudden emotion change. Use of a visual such as a thermometer or feelings chart may help her visually see the changes.

Proactively Model Emotion Language: Interact with feelings play using faces, mirrors, pictures, and videos. Recognize when client is displaying an emotion and model the language paired to that moment such as “I am happy...I like this game”, “I am scared...the noise was too loud”, “I feel sad...I wanted to keep reading”, “I don’t like that...I am angry”. Be careful within inappropriate behaviors not to provide adult attention to behaviors. For example, if client was angry because a toy was removed, ignore/block as he de-escalates then provide language

model as part of redirection to his other choices “I was angry but I need to make a different choice” and facilitate the full redirection.

Model and Teach Self-Management Strategies: Client should be taught strategies to understand and manage her/him emotions, asking for various breaks, socially navigate situations, advocate for what type of help she needs, and access resources available in each of her environments.

Model and Teach the Language of Flexibility: Client needs to learn that she may have a Plan A of what she wants or how she would like things to go, but life requires us to learn flexibility. Learning to be flexible means we often need to develop a Plan B. Client should be taught to define her plans and then make alternate portions (or completely modified plans) for a variety of situations.

Use Clear, Specific, Firm Language: Present demands clearly and specifically. Do not present demands as a question unless you are willing to accept ‘no’ for an answer.

Model Complete Language from Client’s Perspective: Client often speaks in fragments or may misspeak at times either because a full sentence is not required or because he is trying to move on to a more preferred moment. Adults should model full language scripts from client’s perspective so he can listen/repeat vs having to process/restate from his own perspective. For example, if client is presented with something he does not wish to do, he may hastily walk off or say “no” but he should work on fully communicating his perspective to the other person and engaging in a conversation such as “I do not want to do (that) but could we do (this) instead”. When adult’s model they would say “I do not want to do (that) but could we do (this) instead” for client to repeat/modify to another sentence rather than saying “Oh client I think you do not want to do (this) and I think you need to tell me you do not want to do (this) and I think you should come up with some other options for what we can do instead”.

Follow Through with All Given Directions: If you give client a direction, you must ensure she complies with the given request. Do not allow her to escape the task by refusing, protesting, or bargaining for a lessened form of the demand.

Follow Through with All Given Directions: If you give client a direction, you must ensure he complies with the given request. Do not allow him to escape the task by engaging in problem behaviors. Therefore, if you are not able to help him complete the given demand, refrain from placing unnecessary demands on him.

Refrain from Giving Directions You Are Not Prepared to Follow Through With: All directions must be followed once presented to client. If adults are unable to prompt client to follow directions, adults should refrain from presenting that direction (e.g. if parents are busy attending to other sibling, parents can wait to present client with directions until after they have finished with the sibling).

Provide Behavior Specific Verbal Praise: Provide praise using clear descriptions of appropriate behavior (e.g. “Great job checking in with your friend” or “I love how you followed my direction right away!”)

Use Behavior Specific Verbal Praise: To indicate to client what is appropriate, adults should use behavior specific verbal praise (e.g. “nice walking with me”, “great using both hands”, “good job putting on your shirt”).

Behavior Specific Verbal Praise: High quality behavior specific verbal praise should be given to client each time he successfully transitions from one activity to the next, waits appropriately, uses his words to gain access to something/someone of interest, uses his words to request the removal of non-preferred items or activities, tolerates being told no, tolerates systems indicating highest preference items are available/not available, attempts/completes known tasks independently, and follows directions without engaging in targeted challenging behavior.

Provide Visual Examples of Play and Language in Play: Use video models and other visual supports to teach client how to play and interact appropriately with peers. Label good examples of play (e.g. “They found something they both want to play”) and use bad examples as opportunities to review expectations (e.g. “That boy looks really bored. What should his friend do?”). Role play these scenarios for further practice.

Model Peer Interactions: Within a group setting client needs support to understand play with peers. Adults should model repeatable interactions to Client in the presence of a peer then have client repeat. Client may also client

benefit from visual supports such as short video clips of the given expectation or cue cards such as “my turn” he can access to communication his role in interactions. Adults should pre-plan collaborative activities with peers that support client in needing another friend to complete his play goals.

Establish Consistent Rules: Teach established rules that are relevant to all known environments. Provide direct praise and reinforcement for following known rules. Rules should be concrete and unchanging such as “we always walk in parking lots” or “we always put shoes on to go on back porch”. Rules should be practiced frequently across adults he interacts with.

Teach Self-Advocacy Skills: Teach client to use functional language and self-advocacy to ask for help or additional information (e.g. “I don’t know,” “I don’t understand,” “I need help,” “Can you give me an example?” etc.). Be sure to reinforce use of this skill (e.g. “Thank you for telling me you don’t understand. Now I can explain it a different way.”).

Self-Advocacy Skills: Client will be taught appropriate ways to communicate frustrations, desired access to preferred items and activities, desired removal of nonpreferred items and activities, and need for sensory input. Self-advocacy skills may include asking for help and specifying how he would like to be helped (e.g. “I don’t understand, can you show me an example?” or “I don’t know, can you explain it a different way?” or “I need help. Can you show me how to do it?”). Other self-advocacy skills may include identifying when he needs a break from tasks and appropriately requesting breaks before returning to the activity or task (e.g. “I need a stretch break” or “I need a minute”) or identifying when he needs sensory input and appropriately communicate his need for self-delivery (e.g. “I need to jump” or “I need a fidget”). Visual supports will be presented to support independent use and understanding of self-advocacy phrases.

Practice Self-Advocacy Skills: Remind client appropriate ways to ask for help such as “I do not understand”, “will you write that down for me”, or “can you show me an example” in order to decrease him not knowing what is expected of him.

Model Self-Advocacy and Assertiveness: Model how client can use appropriate ways to communicate frustrations, confusion, or discomfort and to clearly define how he would like to be helped. Examples of self-advocacy phrases may include: “I didn’t hear you, can you repeat that?”; “I don’t understand, can you give me an example?”; “I need a minute before I do that.”; “Can you tell me again slowly?”; “I need you to write that down.”; “I need a fidget.”; “I need a movement break.”; “Can you show me how to do that?”; “I need to make a list.”; etc.

Provide Opportunities to Explore Emotions, Perspectives, and Social Situations: Encourage client to explore novel emotions, perspectives, and social situations. Adults can use role play, drawing, discussion, and/or video and graphic examples to engage client in these learning opportunities.

Honor Client Functional Language Use: If client independently makes a request, honor his words rather than forcing a secondary exchange. For example, if client asks the adult directly for the ball by saying “can I play”, the adult should hand client the ball while saying “yes, you can play with the ball” rather than having client re-ask a second time with a longer exchange such as “can I play with the ball please”.

Promote Independence: Allow client to do activities for himself by not doing things for him or using phrases such as “You do” so he tries prior to getting help. Show client how to do a task with a slow, language based model (e.g. “Watch me close the box. First put down the sides, then put down the top.” After he watches you do the model, re-open the box for him and allow him to do it himself.)

Accepting No: In order to build client’s tolerance for being denied access to desired items or activities (e.g. being told ‘no’), adults should follow their denial by presenting alternative items or activities that are currently available. If, for example, client requests a toy car and toy car is not currently available, adults could say, “No toy car, but you can have the truck or a puzzle instead.” Only provide access to the alternative item or activity contingent on appropriate behavior. If inappropriate behavior occurs following the presentation of the alternative item or activity, discontinue access and ignore/redirect behavior.

Be Aware of Client's Attempt to 'Run Down the Clock': Client will often engage adults in unrelated or out of context conversations, ask to access snacks or drinks, or engage in other off-tasks behaviors in an attempt to 'waste time' or 'run down the clock.' In these moments, adults should review the given expectation and access other antecedent and consequence supports to ensure client stays on task for the duration of the activity.

Use Preventative Positioning: Adults should be aware of where their body is in relation to client's at all times. Adults should also use preventative positioning to proactively maintain client's/their own safety. Preventative positioning may include adult placing their body between client and any potential elopement paths (such as an open doorway), prompting from behind or beside rather than in front, establishing appropriate distance while engaging in play or pairing activities, and limiting unnecessary physical contact. Staff should also be sure not to allow client to sit on their laps.

Use Preventative Positioning: Adults should maintain space between themselves and Client across instruction (for example sitting on opposite sides of the table/different couches and walking about 4 feet away from him to give him space to move independently. Should client show upset, adult should create a larger physical distance between themselves and client to maintain safety such as moving to a nearby room instead of staying within the same space or in a doorway he may attempt to access. Physical prompting should not be used with Anthony.

Create Boundaries for Preferences: Ensure all preferences (e.g. writing and drawing preferred pictures) are appropriately accessed. Set boundaries using time or by subject (e.g. "You can draw for 5 minutes" or "You can only write about something new").

Create Boundaries for Preferences He Wants to Engage in Alone: Ensure all preferences (especially those also being preferences for his siblings/peers) are structured by adults. Set boundaries such as "you can play with this for 3 minutes then someone else gets a turn" then set the timer for client. He may benefit from seeing novel ways to play with the item (on someone else's terms). You can also give him time with the item then have him pick something different.

Provide Resources Client Can Use on Her Own: Offer client social skills or calming materials she can review and navigate without direct adult prompting. After client reviews the materials and shows her understanding of them, make the items available to her (ex: hang the visual on her bedroom wall) and use practice scenarios to remind her of the options she has available.

Self-Management Skills: Client will be taught to monitor and manage his own behavior across defined periods of time (i.e. 15 minute intervals). A visual self-management system will be used to help client identify when he engages in expected behavior (e.g. using 'say' and 'do' strategies, following directions the first time, asking for help when needed, staying on topic, making comments/asking questions, and keeping hands/body to self). Client will use the visual self-management system to indicate when he engages in expected behavior within each defined interval. Following missed opportunities to engage in appropriate behavior, client will identify that he will 'try again.' The self-management system will be taught with adult prompts and support before it is faded to independence.

Incorporate Technology: Use Client's personal technological systems (smart watch, laptop, iPhones, and tablets) to reinforce social and self-management skills. For example, have her type responses during a conversation or fill in answers via preloaded word documents.

Technology: Use various technologies to establish and maintain Client's attention throughout the duration of non-preferred tasks. Examples may include completing work tasks in a word document rather than out loud, creating self-video models of expected behavior, watching age-appropriate Youtube videos on related concepts or tasks, creating calendars or to do lists on phones, etc.

Keep All Interactions Age Appropriate: Be aware of Client's age and work to keep all interactions age appropriate. Age appropriate social praise may include high fives, fist bumps, saying "nice job, man", "I really appreciate how you asked for help," or "I'm so proud of you." Adults should establish appropriate work conditions (e.g. work at kitchen table rather than on client bed) and maintain appropriate distance between themselves and client.

Noncontingent Reinforcement: Noncontingent reinforcement should be provided on a VT 20 minute schedule. Meaning, on the average of every 20 minutes, client should be provided with access to his choice of reinforcement. He/her may choose to access a break alone, to listen to music, to play a video game, to talk with adults, etc. His/her choice should be honored as long as it is safe and appropriate. Reinforcement breaks should not exceed five minutes.

Provide Access To And Reinforce Use of Visual Schedule: Ensure client has access to her weekly visual schedule. Review expectations for the schedule as needed (e.g. client is expected to reference her schedule and complete each item in a timely manner). Reinforce appropriate task completion with praise and access to special parent privileges (e.g. watching a movie together, eating ice cream, reading a book together, etc.).

Use a Visual Schedule: Client benefits from seeing, setting up, and manipulating at each portion of completion for his own schedule based on the choices the adult makes available to him. Adults can use pictures or words representing the activities available and allow client to pick the order of those activities. To teach flexibility, adults can also modify pieces of the schedule across instruction “Client, I know you had planned to do (this next) but we are going to be flexible and do (this) instead” as an adult replaces the prior icon with the new one. It is also appropriate for an adult to not do one of his choices and let him pick from two others “Client, you chose to do (this) but we are not going to work on that so you can replace it with either (this or this), which one do you want?”

Utilize Client’s Watch: Client wears a watch to remind him ‘he is working and should have a quiet body/voice’. It is appropriate to remind client to put on his watch to cue attending behavior as well as reference it to know how much time he has left such as “we are going to work for 5 minutes...when your watch says 3:45 you can take a break”.

Review Expectations for Novel Social Moments: Verbally review with client what may be occurring, what his/her role in the moment will be, and options he has available to him in the expectations if he/she needs support (i.e. break, alternate activity). Writing down the expectation or using pictures to explain the expectation will also help client better recall what has been asked of him both prior and during the expectation.

Use Creative Outlets to Explore Feelings and Social Awareness: Use games, silly role play, apps, video modeling, computer games, drawing, clay crafts, journaling, and comic books to open discussion about topics such as feelings and social awareness.

Provide Social Cue Reminders: Use social reminders such as “I am talking to this person right now, you can wait”, requiring client to say “excuse me” (without touching another person), or reminding client to take turns in conversation “it is my turn to talk right now, wait for your turn to tell me that”.

Set Up Routines and Patterns Across Activities: Look for ways to create patterns such as “get item out, use item, put item back” across tasks. For all shared activities, look for ways to do deliberate

Priming: Provide client with information regarding upcoming events and activities. Discuss what behaviors are expected, what behaviors are unexpected, and other strategies she may need to navigate the activity (e.g. “You are going to a friend’s house to play. Remember to play together, compromise, and clean up when you are done playing”).

Systematic Exposure to Environmental Triggers: Expose client to environmental triggers within controlled and safe environments with proactive calming strategies readily available. Provide client with behavior specific verbal praise for tolerating anxiety triggers while maintaining a calm voice and body without attempting to change or remove the trigger itself (e.g. Tolerating low volume on the TV without attempting to access to the remote to change the volume; Tolerating the bathroom door being open without attempting to close it or encouraging others to close it; etc.).

Pre-Teach and Responsive Training - Regulation: Client may need adult models to use items appropriately as well as to seek regulation (not understimulation or overstimulation) in the input provided. Adults can model “my body is too fast...I need (this input)” or “my body feels so slow...I need (this input)”. As her body responds to the input being delivered adult can update “I finished stretching...now my body feels just right”.

Pre-Teach and Responsive Training - Yes/No: While adults should limit their use of open ended questions with client, it may sometimes be appropriate to ask her a question that can be answered with ‘yes’ or ‘no.’ In these

scenarios, adults should be prepared to prompt the appropriate response through verbal models (“say yes” or “say no”) and/or visual supports (referencing the ‘yes’ and ‘no’ icons; nodding or shaking head no).

Pre-Teach and Responsive Training - No/Stop/Don’t with Follow Up of Appropriate Behavior Choices: Proactively teach client to respond quickly to no/stop/don’t while also teaching appropriate follow up behavior choices. See consequence protocol below.

Pre-Teach and Responsive Training -Appropriate Use of Items: Proactively provide models of how items should be used (e.g. pencils should be used for writing, water bottles should be used for drinking, slides are used for sliding, shoes are meant to go on feet, etc.). Should client engage with an item unsafely or inappropriately, adult can remove item and if appropriate provide a model for client to repeat.

Pre-Teach and Responsive Training - Appropriate Play Options and Put Limitations on Rigid Play: Be aware of how client chooses to play alone and with others. When playing alone allow her to explore items (as long as she is safely using them) but also ensure her play is not becoming rigid or patterned. Provide models of ‘other ways’ to interact with preferred items. If she is not receptive to the given models, have her try your way a few times then transition her to a new play option. When playing with others ensure you follow her lead sometimes but also teach her other ways to engage you in the given activity (ex: when playing chase ensure you are teaching her turns of her running first then adult running first, also model a different game such as hide and seek or obstacle course during that moment). Be aware of the rigid play with items (such as having all dolls sitting a certain way or all items lined up across dresser) and during instruction teach tolerance of allowing adult to interact with items.

Pre-Teach and Responsive Training - Peer Interactions Be aware that client’s interactions with peers are typically limited to her requesting tangible items from them that they are currently engaged with (e.g. I want red truck). Client should also be taught to use peers as true communication partners. This may involve teaching client to request beyond tangible items to more abstract concepts such as requesting information (e.g. What’s your name?) or commenting about mutual items in their shared space (e.g. The tower is tall). It may also involve having client respond to peer requests (e.g. passing a crayon when asked, giving a turn with a toy when asked). Visuals can be used to help direct and define these interactions.

Pre-Teach and Responsive Training - Sharing/Turn Taking with Peers: Be aware that Client prefers to hold all materials when playing or working with others. Adults should provide models of sharing materials (such as providing sets of materials to each child, giving verbal guidelines “each of you should have 3”, etc) as well as guide maintained sharing of materials across play/work (“you can trade or switch items”, “you have 2 more, give him 2 more” etc). Adults should also model taking turns by providing boundaries such as “now it’s your turn”, “give him a turn”, “wait”, etc).

Pre-Teach and Responsive Training - Social Skills: Client should be provided cues to keep her body to herself/in her own area such as “give others personal space”. Client should be provided cues to look at others when she is talking to them such as “look at them” or “give them eye contact”.

Pre-Teach and Responsive Training - Appropriate Ways to Gain Attention of Others: client should be provided cues to gain attention from others such as raising her hand/waiting (for a teacher in a classroom setting), getting another’s eye contact, saying “excuse me”/getting another’s eye contact prior to talking, or using another person’s name/getting their eye contact prior to talking.

Pre-Teach and Responsive Training - Awareness of Her Environment: client often misses relevant social, safety, behavior expectation cues happening around her. Adults should actively cue client to relevant things going on in her environment verbally such as “everyone is sitting here, we should sit too” or “the adult is asking us to raise our hand, let’s raise our hands too” as well as non-verbally such as pointing to the adult giving directions so client listens. By teaching her/him to ‘note’ it allows her to be more available to listen, imitate, and react appropriately. If client picks up the cue but reacts inappropriately, adult can re-set the moment for client to take a second try such as “great job seeing all our friends are lining up but we need to wait to be called on first...let’s go back and wait to be called on”.

Pre-Teach and Responsive Training - Tolerance for Denied Control of Items and Activities: Adults should not allow client to always control how items and activities are used, even when she requests to access or remove said items. If, for example, adults choose to use blocks to form letters and client attempts to remove or change the

activity, adults should block her attempt and redirect her to wait, watch, or imitate their choice of activity (e.g. “I am making letters with my blocks. You can wait until I’m finished, you can watch me, or you can make letters too”). Adults should provide frequent opportunities to practice this skill across multiple play activities, especially when peers are present.

Pre-Teach and Responsive Training - Identification of Safe and Unsafe Behaviors: client should be taught to identify safe and unsafe behaviors. She should also be taught how to correct unsafe behavior. Adults can proactively label safe behavior such as staying with adults, walking together, using a hand railing while using stairs, looking for cars in a parking lot, etc. (e.g. “We are walking together. That is safe.”). Adults can also proactively label unsafe behavior such as jumping on stairs or leaning back on chairs while cueing client on how to correct her behavior to make it safe (e.g. “That is NOT safe. You need to walk instead”). See consequence protocol below.

Pre-Teach and Responsive Training - Emotion Facial, Body, and Verbal Language: Provide visual representations of emotions (such as adult face, client’s face, and pictures). When reading books point out emotions on characters (ex: “The boy is sad because he broke his toy”) and if appropriate practice making the faces/body language of the picture with client. Actively model appropriate facial, body and verbal language from an adult’s perspective for client to observe (ex: “Jumping is fun. I am happy.”). Label client’s feelings to her from her perspective (ex: “I am happy too”). Allow client to repeat her feeling back (ex: Client is playing with bubbles, adult provides model “I am happy”, Client repeats “happy”).

Pre-Teach and Responsive Training – Verbally Expressing Emotions/Perspective/Problems/Solutions CALMLY in the moment: client should practice stating her feelings, stating her perspective (such as what she wants), verbally defining specific problems she is having, and verbally defining specific solutions to adjust the moment. Examples may include “I am angry because this work is too hard but I will just try”, “I am sad the toy won’t work so I need help to fix it”, or “I am mad this puzzle is missing a piece but I will just pick something else to do”. Adults should coach her to identify these pieces specifically and verbally as a whole or just use them individually when appropriate. At times it is appropriate for client to verbally ask for help (without identifying her problem) and at times it is appropriate for client to just pick something else as an adult praises her “nice picking something different because the puzzle was not working”. Adults should also set up play/work scenarios systematically designed to teach client to identify these pieces verbally such as doing a puzzle/missing a piece such as “oh no we have a problem because we are missing a piece...what do we do” or doing a craft/breaking a needed material such as “we accidentally ripped the paper...how can we fix it” then helping client verbally problem solve. The goal is for client to involve others in her state as well as get support related to solving her problems effectively.

Pre-Teach and Responsive Training - client to Verbally Identify Emotions/Perspectives/Problems/Solutions from Another’s View Point: client should practice cuing into those around her. Adults can coach client to verbally identify emotions of others such as “that friend is sad because they didn’t get a turn”. Adults can coach client to verbally identify perspectives of others such as “he said he wants the blue block...what does he want?”. Adults can coach client to verbally identify problems of others such as “he is upset he didn’t get to pick the song”. Adults can coach client to verbally identify solutions for others such as “your friend dropped her water...what can we do to help”.

Token Economy: Client will gain access to things he wants by earning tokens in the form of his/her name broken down to the individual letters of client’s name fastened to a token board with Velcro for all appropriate and/or correct responses. Client will be provided with a letter token for every correct response during work time at the table. The token board should be kept in his visual line of sight so that he can see how many tokens he must earn before earning his reinforcement. After a correct response, provide vocal praise while placing a letter on the token board. After client has earned all 6 tokens, provide him choice of reinforcers. By using a defined earning system client will also be able to identify how much work is expected of him and when that work will end (as he sees pieces of his name being completed).

Token System: A DRA using a token economy system should be used throughout session. Client will be shown the token economy to set up ‘we are working’ expectations. Client will earn the 5 expected tokens (1 token for at least every 3rd correct response for new/harder material during trials), then get access to a controlled choice for up to 2 minutes. The token board will be reset during her choice time. If she engages in unsafe or inappropriate behavior during her choice item, an adult should cue her to the appropriate behavior.

Provide Client a Role: Client participates more actively when he knows what is explicitly expected of him. Adults should not assume client ‘knows’ or consistently remembers what is expected, rather they should remind him before/during/as tasks are ending. Within a classroom setting, it may be more appropriate to use a within task schedule such as “during math we will do 3 things First worksheet, then count, Last matching numbers” represented by pictures of each activity that are reviewed prior to starting work then removed as each task is completed. This system will support staff in knowing what and how much work to expect of client and support client in ongoing reminders of the work he/she is to be doing but also his progress in completion.

Give Client a Role: Provide predictable ways/language to allow client to set up (e.g. “Take the pieces out of the box.”), participate in (e.g. “Spin...now pick a piece”), and close out activities (e.g. “Put all pieces back into the box”). Participate in the role with client (e.g. everyone takes pieces out, takes their turn, and puts things away together). Within family routines, client can also have a known role. For example, client can be the key carrier on the way to the car or the water bottle filler in the house before the family goes on a walk.

Practice/Create Repetitions of Non-Preferred Task Compliance: Client benefits from practice opportunities focused on compliance/timely completion of non-preferred activities. By completing tasks on Adult’s Terms (many times) client learns he can complete the activities and that adults will require him to do so.

Use Video Modeling: Client may benefit from seeing a video of a task being done then watching that video at half-speed/with pauses, then repeating the task himself.

Avoid Over-Using Client’s Name: Avoid over-using client’s name prior to issuing a demand, for example “Client trace”, rather simply state the demand “Trace”. If you need to get his attention prior to issuing the demand, you can say “Look at me”, after he looks, adult can state the demand “Trace”.

Refrain From Overuse of Client Name: Do not use client name for all interactions you do with him in the house. Limit use of client name when giving him non-preferred activities to do. When alone with client you can say “put on your shirt” rather than “client, put on your shirt”.

Practice Conversation Skills: Remind client to stay on topic by reminding him “we are talking about (this) right now” and providing him other ideas of what to say in the given conversation (ex: “we are talking about the tree and we can say “it is so big, look at the green leaves, I see a bird in it, I want to climb it”). Helping client make comments about things he directly sees (ex: big, green leaves, bird) or how he would want to engage with it (ex: climb it) will aid him in saying functional language about the topic.

Refrain from Talking at Client: Language directed at client should be meaningful and directly correlated to information he needs. Limit unnecessary language such as non-relevant conversation (e.g. “I like the tile they have in the restaurant bathroom”), open ended interactions (e.g. “What do you want to do?”), or abstract comments (e.g. “It may be muggy tomorrow”).

Use 2-3 Word Directions: After establishing attending, give clear/direct instructions (ex. “Clean up”) using short and concise language. If necessary, you can pair the vocal direction with a gesture such as pointing to the items you want him to clean up.

Use 2-3 Word Directions: After establishing attending, give clear/direct instructions (e.g. “Close the door” or “stand with me”).

Break Down Activities: Client benefits from learning parts of a task individually then learning how to combine those parts into larger skills in a step wise manner. Client also knows when he is successful at completing those portions and naturally gains momentum for ‘what’s next’ as continues to be successful. It may be appropriate to practice behavior momentum in activities such as combining easy task, another easy task, then introducing the more difficult task.

Behavior Momentum: When client is at the table instructors should look for attending behavior (legs down, hands down, head facing instructor) before placing a demand. If attending behavior is not immediately gained instructor should say “hands down” or “eyes on me” and then deliver an easy task such as high fives, pushing pegs, rolling a

ball, or any mastered task. After this skill has been completed instructor should say a praise such as “that’s is rolling the ball.” As soon as the praise comes out of instructor’s mouth the trial should be ready to run.

Refrain from Picking Up/Holding Client: Client often seeks input from teachers by trying to be held or sitting on their laps. He also attempts to be held to avoid adults being able to deliver demands to him successfully as they cannot see if he is scanning/attending to the work. For client’s safety, he should be taught to deliver input to himself as well as be provided instruction while sitting in his own space.

Restrict Type of Access for Play Items /Not Safely Used: In order to use items appropriately (especially if they have a history of inappropriate use) client may need items restricted. For example, if client attempts to eat playdoh, he can be provided dough inside a closed Ziploc bag and he can squish the dough through the closed bag. He will still receive input but not require blocking to avoid chewing on dough.

Model Language from Client’s Perspective: If client is attempting to communicate, you can state “I want iPad” rather than “Oh, I think you are saying that you would like the iPad”. Say functional words as if client was directly saying them himself.

Model Language from Client Perspective: If client is attempting to communicate, you can state “I want milk” rather than “Oh, I think you are saying that you would like some milk”. Say functional words as if client was directly saying them himself. Similarly if you note client needs help you can model “I need help” rather than asking him “do you need help” or “can I help you”. The purpose is to have him repeat the functional phrase, not have to process the adult language, change the sentence structure, and then communicate.

Sensory Input: Client should be provided proactive sensory input across his sensory needs. Client benefit from large movement before/after work transitions such as “do you want to jump or do climb”. He/she can also be provided small items like fidgets to access while he is working (or between working responses). Adults should also be aware of when client is seeking input (such as when he leans his body into someone else or pulls his legs up to his chest while working in a chair). When adults identify the sensory seeking they should acknowledge it and provide him options to meet those needs within that space when possible or request options not immediately available. For example, if client leans into adult while working adult can offer “do you want squeezes” or “you can wrap your arms around your chest”. When appropriate adult should provide client ways to give himself input. His communication device is loaded with an individualized Alerting page (containing options that typically alert his body) and a Calming page (containing options that typically calm his body).

Deliberate Proactive Sensory Input: Provide client deliberate proactive sensory input at least every 15 minutes to target needs he typically shows (or is currently showing). For example, if client walking, adult should walk with him while delivering instruction rather than forcing a sit/respond interaction. Client benefits from movement (e.g. running, jumping, bouncing, rocking, swinging, scootering, lengthy distance walking), oral input (e.g. chewy tube, chewy/crunchy snacks, drinks), and tactile input (e.g. squeezes on arms, fidgets, balls, pull tubes, sand/rice/dough play). Provide client options of different forms of input both during and in between activities. For example, client can be given both oral and tactile input in the same activity by blowing bubbles.

Deliberate Proactive Sensory Input: Provide client deliberate proactive sensory input to target needs she typically shows (or is currently showing). Provide client options of different forms of input both during and in between activities. For example, client can be given both oral and tactile input in the same activity by blowing bubbles. Additionally, client should be encouraged to both independently initiate and deliver her own sensory input. This may be achieved by providing client with a bin of familiar fidgets and allowing her to independently access the items as she needs them. Inappropriate use of sensory items should be redirected. Client should not be allowed to hoard multiple fidgets, use fidgets to engage in loud or distracting play, or use fidgets to engage in repetitive or stereotypic behavior. Rather, she should use them to engage in deliberate sensory input (e.g. rolling a ball back and forth in her palms, squeezing playdoh or theraputty, stretching a theraband, drinking water, etc.). Adults should model different versions of sensory input (some can be delivered quietly while seated and some need to be delivered away from the work space). When appropriate, encourage client to engage in naturally occurring routines that support incidental sensory input (e.g. client carries her heavy backpack down the hall, client wipes her desk with a napkin, client carries a chair from classroom to hallway work station, client collects or passes out materials to peers, etc.).

Provide Regular Opportunities for Accessing Appropriate Sensory Input: Client should be encouraged to proactively access appropriate sensory input throughout the day. Appropriate input delivery may include big movement activities such as running, jumping, and stretching, or activities such as manipulating fidgets, using tactile materials like dough/sand, squeezing hands, or taking deep breaths. Adults can model appropriate ways for client to access sensory input before instructing client to engage in self-delivery. It may be appropriate for adults to establish a ‘first input, then work’ session flow—especially when new or challenging tasks are being targeted.

Offer Appropriate Oral Input: Provide client with appropriate items he can use to gain oral input. For example, use chewy tools, chewy/crunchy foods, strong flavored foods, cold foods, vibrating items proactively throughout his day. Continue consult with Occupational Therapist for oral motor concerns and options for input.

Access to Fidget Items: Client will have access to fidget items throughout his day. In work spaces items will be attached to his side as not to distract him from the task at hand.

Allow Sensory Supports: Client is learning to understand his sensory needs and triggers. He is beginning to identify his voice or body is too busy and he needs a strategy to calm. He is responding to strategies such as fidgets, breaks, and use of familiar sensory movements. It is appropriate for client to access heavy work supports outside the group as well as smaller personal sensory input while within the group. Should adults note a fidget is distracting him they can ask he place it in his pocket or pick a smaller option.

Model Sensory Language: Adults should use sensory language with client such as “we are using fidgets” or “I want deep pressure”

Use Sensory Language: Help client define his body’s needs using familiar, strategy-based language (e.g. “my body is too fast, I need a strategy to calm down” or “my body is too slow, I need a strategy to wake up”). Visual supports can be presented to support independent use and understanding.

Allow Movement in Work: Client benefits from moving while working. He may benefit from walking while he works, standing at a desk vs. sitting, using a chair with movement options (such as a rolling/rocking chair or wiggle seat).

Vary The Order: Provide client a routine or schedule to follow for all familiar and unfamiliar activities so he knows what is expected of him. The picture schedule should start with 2 icons present to indicate what task is occurring and what will occur next. Client should be allowed to make choices within his schedule such as picking the order of activities. The schedule should also be more detailed to explain ‘with in task’ planning for functional routines such as tooth brushing.

Schedule: Provide client a routine or schedule to follow for all familiar and unfamiliar activities. When a defined schedule is not available ahead of time, a adult can try drawing pictures of the expectations for her to follow along.

Use a Variety of Teaching Procedures: Client benefits from learning activities in a variety of ways. He benefits from access to Discrete Trial Teaching (DTT), Natural Environment Teaching (NET), and Task Analysis (TA). He also benefits from models of the same skill presented across the methods individually as well as together. It is also of note that Errorless Teaching is effective to ensure Client is not making repeated errors when his time should be spent in doing the skills correctly.

Use Defined Prompting Hierarchies: Client benefits from learning things systematically with use of defined prompting procedures. For some tasks he benefits from Least to Most prompting and for other tasks he benefits from Most to Least prompting. Adults should take the time to determine Client’s level of independence with skills and then define the appropriate prompting procedures to use.

Fade Prompts: Be aware of all verbal, visual, and physical prompts used with client. Ensure client is only prompted when he directly needs it. If he is seeking prompts (such as wanting adults to do things for him/her that he/she can do), adults should cue him ‘you try’ or ‘you do first’ 1 or 2 more times before helping him. When help is provided, adult should show him how they are completing the task (and allow stalled moments for him to jump back in and if possible finish the task himself).

Fade Prompts: Be aware of all verbal, visual, and physical prompts used with client. Ensure client is only prompted when he directly needs it. Note that physical prompting can be overstimulating/reinforcing to client and should be avoided when possible.

Fade Prompts to Promote Independence: Allow client to do activities for himself such as cleaning up his play/work areas, retrieving items he needs during work, or packing his backpack. If client does not know how to do an activity, use phrases such as “I will show you slowly, now you do it” so he can mimic the task. If client is not doing a known task, encourage him/her to “try” or “do it all by himself” so he/she tries his hardest prior to getting help.

Teach Nonverbal language: Provide deliberate models of nonverbal cues to increase client’s attending to non-verbal language of others. For example, rather than giving him verbal directions set up deliberate opportunities to provide directions solely in a non-verbal manner such as using point to a chair (to indicate he sit), using a waved hand (to indicate he come to you), or using a finger over adult mouth (to indicate he use a quiet voice)

Vary the Order of Verbal Presentation: Recognize client will often pick the second given option if presented two choices or the last stated option if presented more than two choices. Adults should vary the order of presentation and help client make deliberate choices.

Vary the Order and Presentation of Visual Options: At times client will show a picking preference to one side of his body (i.e. he/she will pick only items on the right side). client will also often pick items from the side where his hand is more active (i.e. he is already using his left hand for an activity, he will continue using his/her left rather than using both hands or switching to his right).

Practice Problem Solving: Create moments client can fix his own problems or help another person solve an issue. Provide language models “oh no, our tower fell, help us fix it” and explicit instruction “first pick up the pieces, next help re-stack them” as appropriate. Adults can also contrive help moments within routines “oops, mom cannot find your shoe...where is that shoe” while having the shoe near client to find/give to mom.

Active Language Modeling: Adults working with client should model appropriate vocal phrases throughout session. Additionally, adults should model appropriate use of toys and various items in the home. For example, while using a block, adults should model to client how to appropriately build with the blocks and take turns adding more blocks to the tower while modeling appropriate phrases such as “We are building a tower”, “This is fun”. Adults should also model via client’s communication device.

Modeling Appropriate and Alternative Behaviors: Adults should provide visual models of appropriate behaviors such as ‘calm hands’ and ‘calm voice’ so client can mimic those behaviors. It may be appropriate to model these at half speed and with a calm tone to support his processing. For example, “Watch me...I have calm hands” while slowing putting adult hands together and lying them down softly on the table. Give client a chance to process and repeat this model without immediately providing a physical prompt to his hands.

Functional Communication Training: FCT will be utilized to replace all targeted responses. Client will learn how to utilize communication as a replacement behavior and practice this skill with different adults in different settings (e.g., at home with his parents and RBTs, as well as at school with his respective teachers). If you see a situation occurring that has evoked problem behaviors in the past, proactively interfere by prompting client to use functional communication. Arrange the environment to create opportunities for client to practice these behaviors (e.g., incidentally utilizing teaching moments to engage in back and forth conversation about topics of interest to client). Functional communication training should also be utilized to help client express his wants and needs (especially with regards to gaining access to attention, gaining access to preferred items/activities, or requesting breaks for non-preferred and lengthy tasks).

Teach No/Stop/Don’t with Follow Up of Appropriate Behavior Choices: Proactively teach client to respond quickly to no/stop/don’t while also teaching appropriate follow up behavior choices. See consequence protocol below.

Proactively Model No/Stop/Don’t with Followup of Appropriate Behavior Choices: Proactively teach client to respond quickly to no/stop/don’t while also teaching appropriate follow up behavior choices. See consequence protocol below.

Teach Tolerance for Denied Control of Items and Activities: In order to support shared play/social interaction development, adults should not allow client to always control how items and activities are used, even when he requests to access or remove said items. If, for example, adults choose to use blocks to form letters and client attempts to remove or change the activity, adults should block his attempt and redirect him to wait, watch, or imitate their choice of activity (e.g. “I am making letters with my blocks. You can wait until I’m finished, you can watch me, or you can make letters too”). Adults should provide frequent opportunities to practice this skill across multiple play activities, especially when peers are present.

Proactively Teach Tolerance for Denied Control of Items and Activities: Client likes to control play with others including controlling all items/props used during play. Adults should model interactions that teach tolerance for others touching or moving the stuff on their adult’s own terms. If, for example, adults choose to use blocks to form letters and client attempts to remove or change the activity, adults should block his attempt and redirect him to wait, watch, or imitate their choice of activity (e.g. “I am making letters with my blocks. You can wait until I’m finished, you can watch me, or you can make letters too”).

Block/Lock Access to Areas Unsafely Accessed: Adults may limit or fully deny access to some areas (e.g. locking the kitchen and only allowing entry when an adult is present).

Deny Access to Unsafe Items/Areas: Because client does not understand items/locations as safe/unsafe, adults should deny access to items/areas where potential injuries could occur. For example, when accessing the back porch client should be prompted to sit on a chair/on the deck (not on the high railing over the yard), if he will not comply with sitting in the safe location he should not be allowed access to that area at that time. Additionally, when parents are cooking client should be prompted to stay in areas away from the hot stove or counters where knives or glass may be present.

Limit/Restrict Access to Distracting Items: Be aware that client often engages in non-functional repetitive actions as well as inappropriate self-soothing using objects in his environment. When engaging in repetitive actions (e.g. attempting to jump from bed, moving soft items such as blankets and pillows around the room, opening and closing blinds, turning lights on and off, repositioning the fan in his bedroom, etc.) he is unavailable for any instruction (as he is hyper-focused on the inappropriate activity). When engaging in inappropriate self-soothing (crying then immediately moving to bed to wrap himself in blankets) he is similarly unavailable for any instruction. Adults should provide consistent boundaries on those items during instructional time as when he gets unrestricted access he becomes/stays unavailable. Adults should also be aware that client is learning social/play skills so he will need repeated models of what is appropriate/safe/social play and his instructional time should be filled with those models (as well as adults controlling access to all materials he would want to access). An example of limiting would be “all blankets in bedroom go on bed” (rather than allowing him to walk/hold blankets while working). An example of restricting would be denying his access to the fan on his dresser (rather than allowing him to continually attempt to reposition it).

Provide Alternative Choices: When desired items or activities are not currently available, adults should relay that information to client in clear terms and a firm/neutral tone (e.g. Blocks are not available). Adults should then provide alternative choices that are currently available (e.g. You can have straws or animals). If client engages in targeted problem behaviors following the presentation of the alternative choices, adults should withhold access to the item and use consequence procedures.

Slow Exposure Without Demands/Requests: Client requires slow introduction to new activities and some time to interact with items prior to being given demands/requests with that item. It is appropriate to allow exploration without demands (providing client is safe with the item) then to slowly bring in one demand at a time providing client is still interested in that item. For example, when given a new toy he may need time to explore the new toy then the adult can introduce the first demand of moving closer to the item. It may be appropriate to allow him to process that moving closer demand before introducing the next demand such as the adult modeling a turn with that item. It is also appropriate as client learns one way to interact with the item that be the focus of the play for several trials and a second way to interact can be modeled at a later time (rather than presenting multiple ways in one sitting). Similarly, when introduced to a new play partner he may need time to parallel play with that person prior to being encouraged to socially engage.

Allow for Processing Time: Client required processing time varies. Adults should allow for an average of 3 seconds of processing time on days client is more verbal. For days client is less verbal, he may require up to 5 or more seconds of processing time.

Allow for Processing: Client should be given up to 10 seconds to process directions, comments, and questions prior to having the information repeated to him. When given multiple step, novel, or non-preferred directions, it may also be helpful to write down the expectations.

Slow Language Output Directed at Client: If you are giving client information or directions, slow the language you present at him so he can process it more fully (e.g. “get_the_ball”).

Provide Low Tech Communication Supports: Have low tech (paper) options available for moments when the high-tech option is not out. For example, if using the high tech IPAD system and going to the pool, it is appropriate to have a low tech laminated paper version of expectations also available so the high tech device does not get wet. Low tech laminated paper supports can get wet/be dried/reused.

Use Visual Communication Supports: Visual communication supports such as client’s visual communication book, I want strip, and first/then visual should be used to both model language from client’s perspective (e.g. placing the ‘bubbles’ icon on the I want strip) and to define session activities (e.g. placing the ‘work’ icon on the First strip and the ‘play’ icon on the Then strip)

Model Language Based on Potential Motivation: Adults should capitalize on client motivation (i.e. gazing at items or interacting with items) and provide language models. For example, if client is looking at a ball in the adult’s hand the adult can say “ball” and allow client to repeat them or use a communication device in order to get access to that item.

Availability of Communication Device: Adults should ensure that client has access to his communication device throughout the day. Adults can support the use of the device by modeling appropriate functional words and phrases related to ongoing activities.

Recognize Client Impulsive Responding: Client will often answer quickly with “yes”, “ok”, or repeat the modeled last words stated by adult impulsively to avoid listening to the direction or options available to him. Should adults note that if they are in the middle of asking a question and client has already answered or he just echoed the words, adults should restate the language again slowly and await a functional response from client. It may be appropriate to follow up the second time with a visual to support his understanding.

Provide Functionally Relevant Language Scripts: Note if client is looking for something functionally relevant to say, then provide him the possible script. For example, client is showing an increasing frustration closer to dinner time while walking into the kitchen, say to client “I am hungry” or “I want to eat”. Try to catch the behavior before it becomes inappropriate and give him the words he can say. It is also appropriate to remind him to access his communication systems by bringing options on the device to his sight line in order to assist him in making those needs known.

Promote the Use of Both Hands: Client will often use only one hand in most tasks while the other hand lies limp at his side or props his posture upward. Remind client verbally with “use both hands” or provide a tap to his second hand/elbow to promote his second hand also be involved in the activity. If he needs posture support, allow client to lean his back against an item such as a couch or adjust his legs to the side or under him so his posture is leaning forward.

Provide Appropriate Play Models: Show client ways to play with his preferred items in a functional/social way (e.g. he can build an item with blocks then roll through it on the ball) as well as play with novel items without engaging in non-functional play (e.g. teach client to spin a functional item like a spinner in a board game in order to take turns in a game).

Practice Ways to Play By Myself (or Quietly With Someone Else): To diversify client’s reinforcer options and support various ways to play that are more age appropriate, client will be provided a visual support system focused on quiet play. This visual will include specific scripts and picture examples defining the choices available to him and should be in his immediate area during all play expectations as well as available to him across his home

environment. Adults should have this available during session to use as options for breaks, options for reinforcement, as well as options for social play practice. Adults should allow some free access of the activities as well as some mutual play training moments of the activities. As appropriate adults can provide the full visual of choices or just offer a few of the activities that are available to the moment.

Provide Deliberate Models of How to Play With Others: When waiting for his turn, adult can speak of what the other person is doing “Look client they are taking a turn” (to draw his interest) as well as provide behavior cues such as “you are waiting” (should he need reminders it is not his turn). When it is not client turn he should not be touching the items. Adult can prompt “hands down” or “calm body” as reminders of waiting without touching.

Recognize Physical Prompting and Touch can Produce Overstimulation: Client is frequently overstimulated by physical touch. Adults should refrain from using physical prompting when possible.

Use Video Modeling: Client may benefit from seeing a video of a task being done then watching that video at half-speed/with pauses, then repeating the task himself.

Teach Playing Safely when Alone: Client needs repeated practice of playing safely with items as well as playing alone with items. Adults should set up alone playing experiences and teach client to play by himself. Adults should also model their attention being elsewhere such as “I am going to (do this), you play alone” then work to fade their proximity from him.

Provide Repeated Exposures to Novel Locations/Experiences: Client benefits from repeated exposures to novel locations/experiences in order better understand his role in those locations.

My Way/Adult’s Way Language: To support flexibility and tolerance of nonpreferred demands and activities, adults should indicate when activities are selected by client (e.g. “My way; Client choice”) and when activities are selected by adults (e.g. “Adult’s way; Adult’s choice). Adult choices and child choices should be interspersed throughout the day.

Present Demands as Directives: All demands should be presented in the form of a directive (e.g. Clean up toys) rather than in the form of a question (e.g. Should we clean up toys?). Questions should only be presented to client when adults are offering a choice (e.g. “Do you want blocks or cars?”).

Teach Defined Work Spaces and Work Systems: Client should be taught consistent boundaries related to learning behaviors. He may benefit from the structure of a table/chair vs just working in an open space where he can wander freely. For activities it will also help to create work systems such as get out materials, use materials to completion of task, put away materials.

Remove Distractions: Client prefers to hold items in his/her hands but those items can often be distracting to the current work or ability to interact with others. Adults can attempt to use those items in learning when appropriate, but they should also be comfortable having client “park/place” those items in a defined space while working to be accessed after work is done. When appropriate, items can also be removed completely from the work environment.

Remind Client of Other’s Perspectives: Remind client of other’s personal space and personal possessions and deny him access to things not belonging to him unless he asks and the other person agrees he can use it.

Model Positive Self Talk: Client should be encouraged to identify his strengths, positive characteristics, interests, etc. Adults can model these kinds of statements during both frustrating and neutral moments (e.g. “I know this task is difficult for you, but you are so great at asking for help when you need it”).

Communicate When Choices are Not Available: There will be times when client will not be provided access to choice making (e.g. client must go to school every day, Client must take out the trash, client must complete his homework when he comes home from school, etc.). When these moments arise, adults should work to clearly communicate to him that a choice is not available and support him in tolerating and following through with the nonpreferred task or activity. When appropriate, adults can remind client of when a choice will be available again (e.g. You can choose what to do after your homework is done).

Provide Choices for Response Variation: When appropriate, adults can provide client with options for how he would like to respond to presented tasks or teaching trials. Response variations may include answering verbally, typing answers on phone or computer, drawing, using characters to act out scenarios, etc. These options should be presented at the beginning of a task. Do not wait until client fails to respond or goes off task to offer additional choices.

Provide Choices for Response Variation: To increase attending to and compliance with non-preferred tasks, adults can allow client to choose how he would like to respond (when appropriate). Response variations may include offering client a choice between writing responses, typing responses, physically modeling responses, or using vocal language to convey responses. This choice should be provided at the beginning of a task rather than in the middle of a task after he has already demonstrated noncompliance/low attending.

Provide Visual Representations/Cue Cards of Self-Management Strategies: Client benefits from visual reminders of strategies he has available to him. His/her current visuals include strategies such as recognizing his emotions and calming strategies, learning to ask first or be patient, working together with others by thinking, looking, listening, and staying on the same topic, requesting the type of help he needs such as being told slowly or seeing an example or written directions, making mistakes is allowed, appropriately requesting breaks, and making a mental or written plan for multiple step directions. Client may also prefer to create his own visual supports. He should be able to freely access these throughout the day.

Practice Calming Strategies: Provide visual representations of calming strategies (such as adult model, client model, and pictures). When reading books point out calming strategies in characters (ex: “The girl is stretching her arms) and if appropriate practice the strategy of the picture with client. Actively model calming strategies from adult’s perspective for client to observe (ex: “I am angry, I am taking deep breaths”). Label client’s use of strategies to her from her perspective (ex: “I am squeezing the ball”). Allow client to repeat the action back. See consequence strategies below in relation to calming strategy use post moments of frustration.

Provide Visual Representations of Personal Supports: Provide client with a standard visual to represent his strategies (such as a picture of a finger over lips to remind him to ‘quiet his voice when his body is too busy”). Have the visuals out/available for him/her to access both during play and work times. Provide models of these supports and allow him to creatively role-play and draw his/her own versions of these supports.

Conversation Skills/Social Awareness: Client will be taught to engage in appropriate conversation skills such as establishing another person’s attention prior to beginning a conversation, staying on topic, waiting for another person to finish their question or statement before offering his own, etc.

Model Problem Solving: Use both naturally occurring (e.g. parents can’t find keys) and contrived problems (e.g. ABA staff ‘misplace’ their pencil) to teach Client to identify and solve various problems (e.g. My problem is....my solution is to...).

Refrain from Followup Questions or Requests for Additional Responding: When adults respond to client’s self-disclosure or work efforts too quickly or unpredictably he will shut down. It is important to accept his responses when he is close to the given expectation rather than forcing he/she say/do more.

Create Opportunities for Client to Teach: Client should be given moments where he can instruct others or help them learn a skill he already knows how to do. It is appropriate to ask him IF he/she wishes to help.

Allow selection of Reinforcer Options: Allow client to pick items he wishes to earn.

Use 2-5 Word Directions: Give clear/direct instructions (e.g. “Throw your trash away,” “Put on your shoes,” “Hangup your coat”).

Require Full Sentences: Adults should require client to use full sentences to communicate. It is of note when upset that client may not be able to consistently produce a full sentence (vs only express her emotion) so adult can model/have client repeat. Re-model language when inaccurate or mispronounced: client may not consistently have the language she needs for all communication (she/he may be mislabeling an item, using incorrect sentence structure, misstating her sentence, or mispronouncing a word making it unable to be understood by others). It is

appropriate for adult to validate client's communication but also provide an immediate model of the correct way for client to repeat.

Require Functional Language Instead of Accepting "No Thanks": Client defaults to using "no thanks" to escape both perceived and real demands. Should client say "no thanks", adults should immediately require her to explain what she means. For example, adult has not placed any demands but client looks at adult and says "no thanks", adult will cue "I want" or "I do not want" for client to repeat then explain what she was trying to communicate. If her request is appropriate to honor (such as she wanted something that is available to her), adult will accept her language. If client requests something that is not available, adult will validate her use of functional language, but continue to follow through with the stated demand or scenario. For example, adult places a demand by saying "come sit in chair" and client says "no thanks", adult will cue "I do not want to sit in chair" for client to repeat (so client uses functional language). Adult will then validate client's use of functional language and continue follow through of previous demand (e.g. "I understand you do not want to sit, but I said come sit.")

Review Expectations and Validate Client's Efforts for Novel Social Moments: Verbally review with client what may be occurring, what his role in the moment will be, and options he has available to him / her in the expectations if he needs support (i.e. break, alternate activity). Writing down the expectation or using pictures to explain the expectation will also help client better recall what has been asked of him both prior and during the expectation. Acknowledge prior, during, and after novel social moments how client has tried to apply himself or successfully maneuvered the opportunity. Praise the specific behaviors he engaged in "I love how you went to that friend and asked them to play on the slide with you" or "I saw you were getting frustrated when you did not know how to work with your friend and thought it was great you asked me to help you".

Create Appropriate Boundaries When in Novel and Open Spaces: When transitioning with client outside the home, adults should proactively teach her to respond to directional commands such as "walk with me", "stay with me", "stop here", "go sit down", and/or "wait here". Adults should set up frequent practicing scenarios such as entering the car, exiting the car, walking in a parking lot, moving with adults on a sidewalk, stopping at crosswalks, etc. Adults should not allow client to control the use of the commands or use them as play interactions with adults such as telling adults when to 'stop' or 'go' and having adults move as her chess pieces. When playing indoors (in unfamiliar locations), provide a model and directives to client of what is available for her to play with and where she is allowed to play (ex: "You can play with dolls or blocks right here" at a family function). Frequently praise client for playing with those items or in the defined area. Should she attempt to leave the defined space and the adult stops her before she leaves, the adult should re-cue her to options/locations available to her (and repeat steps above). When playing outdoors, predefine across adults while being mindful of clear/concrete/consistent rules, where is and where is not available to client. As client transitions into that space, define for her where she is allowed to play (ex: As entering the playground, stop at barrier such as fence or border with bark then point to the barrier and say "you must play inside the playground space"). Similarly point to and direct her to the options within the playground space that are available to her. Frequently praise client for staying in the defined space. Should she attempt to leave the defined space and the adult stop her before she leaves, the adult should re-cue her to options available to her (and repeat steps above). When playing outdoors in undefined spaces (such as an open field), use strategies above and if possible bring visual makers (such as bright orange cones or streamers to roll out across the edges for a visual barrier). It is also appropriate to start with smaller spaces to build safety practice, then move to larger spaces as client responds to barrier cues. See elopement procedure for consequences if she leaves the defined space.

Create Boundaries and Flexibility for Preferences he Wants to Engage in Alone: Ensure all preferences (especially those also being preferences for his siblings/peers) are structured by adults. Set boundaries such as "you can play with this for 3 minutes then someone else gets a turn" then set the timer for client. He/she may client benefit from seeing novel ways to play with the item (on someone else's terms) by adult modeling 'their way to play with it' while client watches then having client repeat 'their way' before he goes back to 'his/her way'. You can also give him time with the item then have him pick something different.

Monitor Use of Open-Ended or Yes/No Questions: Open-ended (e.g. "What should we do next?") and yes/no questions (e.g. "Can you come here?") should only be presented when adults are interested in offering client a choice or are willing to accept 'no' as an answer. Otherwise, directions should be presented in the form of a statement (e.g. "We are going to do table work next," "Come here").

Age-Appropriate Play and Good Sportsmanship: Client will be taught the steps of games and the language to use while playing games with adults and peers. Client will also be taught to use positive language during and after play.

Model Appropriate and Alternative Behaviors: Adults should provide visual models of appropriate behaviors such as 'calm hands' and 'calm voice' so client can mimic those behaviors. It may be appropriate to model these at half speed and with a calm tone to support his processing. For example, "Watch me...I have calm hands" while slowly putting adult hands together and lying them down softly on the table. Give client a chance to process and repeat this model without immediately providing a physical prompt to his hands.

Note Client's Abilities to Read: Client often benefits from having his 1 step directions or short lists of clear directions written down for him to follow.

Expect Verbal Language: Client will refrain from verbal language if it is not expected by adults. Adults should cue client to "use words" or "tell me" as appropriate to ensure he is using verbal exchanges (vs relying on adult's to 'client consistently uses his words with those adults (those who do not expect it every time he usually refrains from talking with)).

Expect Functional Skill Output: Client has been exposed to a wide variety of functional skills within his home. Although he may forget some steps during tasks inconsistently he can complete the skills when adults prompt and fade their prompts. client is expected to participate in the following activities: (1)kitchen (make snack, peel fruit, carry/unpack groceries, wash dishes, pack lunch, pour drink, follow a recipe, cut food with butter knife, get out/put away dishes, use napkin), (2)bathroom (wash hands, use/carry hamper, brush teeth, use toilet, fold towels, wipe/wash face, use lotion, use mirror, hang towel, put towels away), (3)bed room (make bed, put books away, put clothes in drawers, match socks, fold pants/shorts, clean up toys, throw away trash, hang clothes in closet, sort clothes, fold shirts), (4)clean house (sweep floor, wipe furniture, use vacuum, recycling, mop floor, wipe counters/floors, spray with bottle/wipe, put my stuff away, take out trash), (5)leisure skills (play board games, do puzzles, play ball, movement breaks, do a craft, play card games, computer/typing, build, play with dough, read, use tablet, listen to music, sort/identify money, draw/color), and (6)living room (put away pillows, put away shoes, hang my stuff, pack/unpack bag). These expectations are pictured/hung up in the defined rooms/spaces within the house.

Use Preventative Positioning: Adults should be aware of where their body is in relation to client's at all times. Adults should also use preventative positioning to proactively maintain clients/their own safety. Preventative positioning may include adult placing their body between client and any potential elopement paths (such as an open doorway), prompting from behind or beside rather than in front, establishing appropriate distance while engaging in play or pairing activities, and limiting unnecessary physical contact. Staff should also be sure not to allow client to sit on their laps or hang off of them, so he/she learns personal space/social boundaries.

Modify environment as needed to prevent elopement: Environmental modifications should be used as needed to proactively prevent elopement. Examples may include closing doors to off limit areas, blocking access to stairs with a chair or a gate, and/or clearly defining the expected work space for client (e.g. "We are working in the living room. If you want to go to your bedroom, you must ask").

Recognize Client's Sensitivity to Parent Dynamic: Due to prior parent divorce and frequent transitions between homes, it is important to recognize Anthony's sensitivity to the given situation. Client often hears parent's comments about the other as negative even when that was not the intention of the parent speaking. Should either parent incidentally say anything client may take as negative, they should follow up immediately with a positive comment about that parent. For example, the parent may say "oh they are calling me again" (comment client may take as negative) and follow up with "but I am glad they are checking in to see what you are doing right now" (a positive comment).

Be Aware of Possible sensitivity to Note Taking/Data Collection: Client may be sensitive to others note taking about him. When appropriate, adults should take notes/data out of his direct view (or use a sheet of paper to cover the notes so they are not easily seen from his location). When appropriate, adults can share the notes they took for Anthony's input such as "I am writing...is that ok with you (or would you like me to write that differently)".

Recognize Impulsive Responding: Client may immediately respond to a comment or question with "No", "I do not do that" or with a specific choice then change his mind within 5 seconds. Client may benefit from reminders to take one or two seconds to think before responding to a question or comment such as a compliment.

Provide Multiple Practice Opportunities for Both Known and Newly Developing Tasks: Client benefits from repeated exposure (over time) for both known and newly developing tasks. All his prior learned ABA content should be practiced by caregivers, provided to client as a personal resource, and practiced novelly across sessions.