



## Visual Predictability Measures - Visual Schedules

### Objective

To increase predictability of daily routine to decrease problematic behavior associated with task avoidance and increase independence.

### Program Uses

Learners that have problem behavior and anxiety associated with transitioning. Learners who require visual cues to engage in multi-step activities. (NOTE: Not every student needs a visual schedule. A visual schedule may be too intrusive for some individuals. Discuss the need for using visual schedules with your team.)

### Materials

There are many types of visual schedules. They can be made of many materials.

- Interactive wall schedules
- Schedule board
- Binder schedule
- Clipboard schedule
- Planner/notebook schedule
- Checklist

The items on the schedule can be displayed by using

- Photos
- Icons
- Word cards
- Written text

### Procedure

1. Determine what time and setting you will use a visual schedule in (e.g., During morning routines, during independent work time, after school chores, occupational skills).
2. Determine how to break up the activity into sub- activities (e.g., morning routine = turn in homework, hang up coat, copy the board).
3. Make the visual schedule. When designing the schedule, consider if the student will understand or recognize the word or picture you are using to represent an activity/task. Make sure it's clear, convenient, and easy to use. Make it interactive so that the student can cross out or put completed items in a finished box. (You can make visual schedules for free on [dotolearn.com](http://dotolearn.com))
4. **Do a preference assessment** to determine items or activities that can be used to reinforce using the visual schedule.

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5. Introduce a visual schedule by only putting 1-2 activities on it. Only use preferred activities at first. This pairs the visual schedule with activities they enjoy. If you put only work tasks on the visual schedule, then the visual schedule might become aversive. You want the student to independently use a visual schedule so make sure it's something they want to do as well. It should make their day better and more predictable.
6. Provide prompts so the student is successful using the schedule. Fade out prompts as needed.
7. Once they completed the schedule, provide a tangible reinforcer that was identified in your preference assessment. You may want to put the reinforcer (picture or word) on the schedule so they can see what they get when they finish.
8. Expand upon the number of items on the schedule.
9. The most effective way to use visual schedules is to have them readily available and used consistently.

#### **Ways you can use the Visual Schedule**

1. School schedule (morning routine, reading, break, speech, math, lunch, recess, bathroom, computer)
2. Independent work
3. Play schedule
4. Motor Skills
5. Social Play Dates
6. Chores
7. Morning or nightly routine
8. Self-Care

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# Reinforcement Pairing



## What Is Pairing?

Pairing refers to the process of pairing yourself with reinforcement.

Pairing should be the first step an instructor goes through before working with a child. Demands should not be placed until the instructor is sufficiently paired and has approach behavior.

## How do I use Pairing?

- Start pairing by delivering non-contingent reinforcement. This means give freebies—let the child know that you are the gatekeeper to all that is fun.
- The only contingency should be that the child is not engaging in problem behavior (e.g., if the child is crying, don't hand them a cookie, because you may inadvertently strengthen the crying behavior, by following it with reinforcement).
- The child should have to go through you to access all reinforcers.

## Examples:

1. You keep access to all edibles.
2. You are in charge of the TV remote.
3. You have all the DVDs, video games, etc.
4. You have all the toy cars, and when they play cars with you, it should be more exciting than playing them alone—they crash louder, drive faster, and are all around better.
5. Toys are placed on high shelves that only you can reach or in containers that only you can open.
6. You should deliver the best tickles, airplane rides, and anything else silly and fun.
7. The child's world should be LESS fun when you are NOT around.

By "pairing" yourself with all of these reinforcers you will become a conditioned reinforcer.

## How do I know if it's working?

Keep giving non-contingent reinforcement until you have a consistent approach behavior. This means that the child readily approaches you, versus escaping from you.

You can test this by walking in the room and observing. Does the child run up to you and appear to enjoy seeing you? Or do they run, cry, or get as far away from you as possible?

If they run from you, keep delivering non-contingent reinforcement. Download and use the Pairing Data Sheet to measure approach vs. escape behaviors.

Reinforcement is anything that follows a behavior and increases the likelihood that behavior will occur again in the future.

If the child does something you like (responds correctly, sits nicely, gives great eye contact, walks next to you nicely), REINFORCE! And continue giving freebies now and then.

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# Setting up a Token Economy System

## What is a Token System?

There are three aspects of a token system; 1) behaviors that are reinforced are specifically identified, 2) a medium of exchange is selected and that medium is a symbol called a token, 3) backup reinforcement is provided that can be purchased with the token.

## Objective

To increase desirable behaviors and decrease undesirable behaviors.

## Candidates for this Program

All learners.

## Materials

Backup reinforcers that can be purchased with the token. A form of tokens (stickers, coins, buttons, beads, discs, fake or real money).

## Procedure

1. **Do a preference assessment.** Determine what will serve as backup reinforcer(s). Some examples of backup reinforcers are games, hobbies, snacks, TV time, outings, etc.
2. **Select tokens.** The token is a symbol that can be given immediately after the behavior and exchanged later for known reinforcers. Some frequently used tokens are checkers, poker chips, coupons, tally marks, teacher initials, holes punched in a card. Make sure they are safe and durable.
3. **Define the rules/behaviors.** Define the behaviors in an observable and measurable way so it is clear when a student has earned a token.
4. **Start with approximations of the target behavior.** Start with behaviors that are easy for the student to accomplish and overtime build upon them.
5. **Establish a Ratio of Exchange.** Initially, the ratio between the number of tokens earned and the price of backup items should be small to provide immediate success and access to reinforcers. As token-earning behaviors increase, increase cost of backup items.
6. **Increase number of backup items to include immediate reinforcers and long-term reinforcers.** Some items on the "menu" should be easy to access with minimal amount of tokens while some may take some time to earn. For example, someone can buy a bag of chips with a small amount of tokens and then save up tokens to purchase an outing.

## Other things to consider

1. What procedures will be used to dispense tokens?
2. How will the tokens be exchanged?
3. What will happen if the individual does not meet the requirements to earn a token?
4. What should be done when a learner tests the system?
5. Will the token system include a response cost procedure?

All materials should be used with the supervision of a Certified Behavior Analyst or a Mental Health Professional.

# Teaching Transition Tolerance

## Objective

To replace problem behavior that has been acquired when problem behavior has resulted in the removal of demands to transition to another activity and thereby the student has maintained possession of a toy, activity, or item.

## Candidates for this Program

Students whose problem behavior is due to a history of having demands removed and reinforcing items maintained following problem behavior.

## Procedure

1. **Do a preference assessment** to determine reinforcing items, food, and activities that will be used to reinforce correct responses.
2. **Gain the student's attention and provide the instruction (SD)** Approach the student (within 3-5 feet) and ask him to leave that activity and comply with a demand to do something else (e.g., time to put away the toys and come to lunch table). You may have to use a promise reinforcer if the student has a strong history of being reinforced for engaging in problem behavior. This means that you will place the demand to transition while showing and informing the student of the reinforcer available for transitioning without problem behavior.
3. **Provide Reinforcement** if the student complies and does not engage in any problem behavior. Deliver the promised reinforcer and other reinforcers as needed to maintain the activity to which you have successfully transitioned. **If the student responds incorrectly** by engaging in problem behavior in the form of crying, whining, or screaming as soon as you request the transition but still within compliance of the demand (he begins to respond within 3 seconds), you must not remove the demand or allow access to the preferred item or activity he is being asked to give up. In addition, remove the promised reinforcer. Begin delivering appropriate reinforcers in the activity transitioned to, with physical guidance, when problem behavior has stopped for a brief period of time.

## Practice Sessions to Learn to be Interrupted/Transition

1. Set up many opportunities a day to teach the student to be interrupted and transition to a less preferred activity without problem behavior.
2. Start the practice session by placing the student in a preferred activity and allow some time for the reinforcing value of the activity to build.
3. Determine the demand to transition to a less reinforcing activity that you will soon place on the student.
4. At first, make the demands during practice easy and relatively effortless, within sight of the reinforcing activity just removed and for only a brief period (e.g., count to 10 once in the less preferred activity).
5. An example might be to ask the student to put down a toy and sit in a chair just three feet from the activity for the count of 10 with the offer of a promised reinforcer.
6. The reinforcer for complying will be the delivery of the promise and the opportunity to immediately return to the preferred activity following the count of 10.
7. If the student engages in problem behavior in the form of crying, whining, or screaming as soon as you request the transition, but is still within compliance of the demand (he begins to respond within three seconds), you must not remove the demand or allow access to the preferred item or activity he is being asked to give up. In addition, remove the promised reinforcer.
8. When student has mastered transitioning and is complying with a few demands, begin to increase the number of demands, the distance from the reinforcing activity, and the length of time in the less preferred activity. How you do this will vary depending on the child and the data obtained once the program is implemented. The data is what will ultimately guide your decision making process on increasing parameters of the demand.
9. It will be necessary to fade the counting procedure and any other stimuli you have used to make the transitions initially easier.
10. Run many trials of this program each day and record the student's responses to help guide your decisions.



<h1>First</h1>	<h1>Then</h1>

First/Then Card Assembly Instructions:

1. Print the card on cardstock and cut out.
2. Laminate the card.
3. Attach a soft-sided piece of Velcro in the center of each box. Attach one piece beneath the word, "First." Attach another piece under the word "Then."

First/Then Card Use Instructions:

1. Use with students who have difficulty completing tasks, or difficulty with transitions.
2. Attach a picture card or word card (depending on the student's level,) in the box under the word "First." This tells the student which task or activity needs to be completed first.
3. Attach a picture card or word card in the box under the word, "Then." This tells the student what his reward will be when they complete the task. Or if used for transitions, will tell the student where he is going next.
4. Point to the card before the student begins the task and say, "First \_\_\_\_" "Then \_\_\_\_"



I want




1. Print the choice board on cardstock. Laminate and cut out.
2. Attach soft-sided (female) Velcro to each box beneath the words "I want."
3. Attach a picture card or word card in each box for the student's choices.
4. The student will make a choice by pulling off the picture card or word card and handing it to you.
5. This choice card can be used for food choices, activity choices, leisure choices, reward choices, etc.

START



Three Thumbs-Up Reward Card

# Three Thumbs Up



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### How to Use:

1. Print the first page and laminate it.
2. Cut out the "Three Thumbs-Up," card and cut out the three matching pieces.
3. Attach a piece of female (soft-sided,) Velcro to each of the blank boxes.
4. Attach a piece of male (rough-sided) Velcro to the backs of each of the thumbs-up pieces.
5. Use the "three-thumbs," up card for a reward system. Your student can earn "thumbs-ups," in various ways (completing tasks, performing a desired behavior, performing a desired behavior in a particular setting,) etc.
6. When the student earns a thumbs-up, hand one of the thumbs up matching pieces to your student and say "Great job-you get a thumbs-up."
7. Have your student attach the thumbs up matching piece to the thumbs-up card.
8. Once the student earns three thumbs-up, the student may collect his or her reward of choice.

## What are Social Stories?

Carol Gray, President and director of The Gray Center, defines a social story in this way: "A social story is a short story that describes a situation in terms of relevant social cues and common responses, providing a student with accurate and specific information regarding what occurs in a situation, and why." (Social Stories and Comic Strip Conversations, Social Stories Unlimited TM, 1997, page 1)

Social stories benefit children with autism by providing them with perspectives about the thoughts and feelings of others and what behavior others may exhibit in certain situations. This can assist in reducing the anxiety that may arise in a child having to navigate a complex social situation. Social stories work especially well for children with autism, because they often lack the ability to see situations from the perspective of others. Many miss important social cues, tend to dislike surprises, and tend to respond well to repetition. For any given situation, the child has multiple opportunities to examine the scenario and practice the appropriate skills and responses.

## Writing a Social Story

First, determine what your learner needs help working on that could be targeted in a social story. Remember Keenin from our behavior series. He used a social story to help him with his fear. A social story can be used for a number of situations such as going to the doctor, greeting people, or going to a new school.

Once the content is decided upon, the writing can begin. General social stories are written in the first- person and in the present tense. They provide the student with as much information about a social situation as possible, so he/she is better prepared to face and act appropriately in that situation.

There are four types of sentences used to present this information in a Social Story:

### **Descriptive Sentences**

Objectively addresses the "wh-" questions: **where** the situation takes place, **who** is involved, **what** they are doing, and **why** they may be doing it.

### **Perspective Sentences**

Give a peek into the minds of those involved in the story; they provide details about the emotions and thoughts of others.

### **Directive Sentences**

Suggest desired responses tailored to the individual.

### **Control Sentences**

Are authored by the student himself as something of a mnemonic device—a sentence to help him remember the story or deal with the situation. These are not used in every story and are typically used only with fairly high functioning children.

### **Illustrations**

Children with autism are often visual learners, so the story can include drawings, pictures, and even real objects. The child (or parent/teacher) can illustrate each page of the story, or photographs can be taken of the child and his peers in the social situation.

These pictures can add interest and visual support for the presented ideas. Be wary, though, of images that are too complex. Children with autism do not always focus on pictures, as we would expect. They sometimes fail to focus on a prominent object in the foreground in favor of some other item in the background. The pictures (photographs especially) should be as visually uncluttered as possible.

As each story is mastered, it should be kept visible in the child's environment for review when needed.

Because the stories are so personalized, so much of the story is *about* the child. They can often be favorites, or something the child might want to look through on their own even when not working on them specifically. A special basket or notebook of mastered stories is good to keep around.

# Count and Mand Procedure



## Objective

To reduce problem behavior to obtain items and activities by teaching appropriate mands.

## Uses for this Program

Following a descriptive analysis, learners whose behavior has been determined to be a function of obtaining items, activities, and/or attention through problem behavior even when the teacher would deliver the reinforcer for appropriate asking. This program is usually necessary to reduce problem behavior with learners who have limited manding repertoire and therefore you have just started a mand teaching program.

## When the Behavior Occurs During Daily Routines

1. Tell the learner, "No (problem behavior)" – begin counting aloud and show the passage of time by using your fingers. You will say "No (problem behavior). One, two, three..." as you hold up your fingers. What number you count to (count interval) will be determined by the child's repertoire. In any case, keep the count low at first, e.g., 3-5 sec, to insure that the appropriate mand contacts reinforcement frequently.
2. If the learner stops the problem behavior for the entire interval while you are counting, prompt the mand and when the learner echoes or signs, deliver the item.

However, if at any time during the count interval, the learner continues to cry, you will have to start your count over again. For example, "No (problem behavior). One, two. No (problem behavior). One, two. No (problem behavior). One, two three..." Continue this process until the learner has stopped crying for the entire interval, and you can therefore prompt the appropriate mand and reinforce. However, if you repeat the count for many trials without reaching the count then discontinue by merely walking away without comment and the opportunity to count and mand is no longer available. If the learner moves away from you, insure his safety but do not follow. If and when the learner returns to you with problem behavior, continue the procedure. If he does not return and time dictates that it is necessary to move to a new activity, merely carry on and the opportunity to count and is no longer available.

## Practice Sessions to Learn to Mand Appropriately

Set up many opportunities per day for the learner to learn this important skill while you are continuing to teach appropriate manding for reinforcers.

Use the *Count and Mand* data sheet to record the learner's behavior during practice.

Target List	Intro	Mast

### MASTERY CRITERIA:

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# Sensory Diets

## Objective

To teach the student receptive language skills and to establish instructional control.

## Candidates for this Program

Many children with ASD have “sensory issues” and engage in automatically reinforced behaviors or “stims.” The intervention for “stimming” is often a DRI procedure, but it is important to try and prevent these behaviors as well. When looking to antecedent interventions for automatically maintained behaviors, a sensory diet or activity schedule may benefit some learners.

## What is a Sensory Diet?

A Sensory Diet is defined as a planned and scheduled activity program designed to meet a child's specific sensory needs. This is considered a 'dynamic' document, which should change over time, as the child's behavior changes. It is recommended that you work with an occupational therapist or someone who specializes in sensory processing issues to create appropriate activities and can assist in making adjustments to the program as needed.

## Procedure

A great place to start is by filling out a sensory profile or checklist such as the **Sensory Checklist**, from *Raising a Sensory Smart Child*, © Biel

& Peske, 2005, found in the downloads section of our website. These can give you a good idea of what kind of learner you have: sensory seeker, sensory avoider, or other. This information can help you tailor a sensory diet to help the learner throughout their day. This can also help you identify valuable sensory reinforcers, such as jumping on a trampoline, “squeezes,” or music.

There are a few terms that will be helpful to know when consulting with an OT or understanding your learner's unique sensory needs. They are proprioception, vestibular, visual, and auditory.

## Proprioception

- The position, sense, or awareness of where the body is in space.
- Up, down, left, right, bent or straight.
- Input provided by joints, muscles, and connective tissues.
- These are our kids who like to be squeezed under pillows, tight hugs, and jumping.

## Vestibular

- Refers to structures within the inner ear that detect movement and changes in the position of the head and relate to the sense of equilibrium.
- These are our kids who like to swing, spin, and be hung upside down.

## Tactile

- Relating to the sense of touch, including light touch, deep pressure, texture, temperature, vibration, and pain.
- Input provided by the skin and the inside of the mouth for “oral tactile” issues.
- These are our kids who like to touch various textures such as satin or sandpaper. This also includes those who have defensiveness to certain textures, such as kids who can't stand the tags in their clothes.
- Kids with “oral issues” may mouth everything in sight or be picky eaters because they don't want certain

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textures in their mouth.

### **Visual**

- Relating to the sense of sight.
- Input provided by the eyes.
- These are our kids who like to watch flashing light up toys or may be bothered by excessive visual input like on the TV or in crowds.

### **Auditory**

- Relating to the sense of hearing.
- Input provided by the ears.
- These kids may hum, whistle, or sing to themselves, or may be distracted by the humming of a fluorescent light in the room.

## Sensory Checklist

From *Raising a Sensory Smart Child*, © Biel & Peske, 2005

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<b>TOUCH</b>				
	<b>AVOIDS</b>	<b>SEEKS</b>	<b>MIXED</b>	<b>NEUTRAL</b>
Being touched on some body parts, hugs and cuddles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certain clothing fabrics, seams, tags, waistbands, cuffs, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clothing, shoes, or accessories that are very tight or very loose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting hands, face, or other body parts “messy” with paint, glue, sand, food, lotion, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grooming activities such as face and hair washing, brushing, cutting, and nail trimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking a bath, shower, or swimming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting toweled dry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trying new foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling particular food textures and temperatures inside the mouth—mushy, smooth, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standing close to other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking barefoot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>PROPRIOCEPTION (BODY SENSE)</b>				
	<b>AVOIDS</b>	<b>SEEKS</b>	<b>MIXED</b>	<b>NEUTRAL</b>
Activities such as roughhousing, jumping, banging, pushing, bouncing, climbing, hanging, and other active play	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High-risk play (jumps from extreme heights, climbs very high trees, rides bicycle over gravel)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fine motor tasks such as writing, drawing, closing buttons and snaps, attaching pop beads and snap-together building toys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities requiring physical strength and force	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating crunchy foods (pretzels, dry cereal, etc.) or chewy foods (e.g., meat, caramels)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smooth, creamy foods (yogurt, cream cheese, pudding)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having eyes closed or covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**VESTIBULAR (MOVEMENT SENSE)**

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	AVOIDS	SEEKS	MIXED	NEUTRAL
Being moved passively by another person (rocked or twirling by an adult, pushed in a wagon)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Riding equipment that moves through space (swings, teeter-totter, escalators and elevators)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spinning activities (carousels, spinning toys, spinning around in circles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities that require changes in head position (such as bending over sink) or having head upside down (such as somersaults, hanging from feet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Challenges to balance such as skating, bicycle riding, skiing, and balance beams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climbing and descending stairs, slides, and ladders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being up high, such as at the top of a slide or mountain overlook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Less stable ground surfaces such as deep pile carpet, grass, sand, and snow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Riding in a car or other form of transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**AUDITORY/LISTENING**

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	AVOIDS	SEEKS	MIXED	NEUTRAL
Hearing loud sounds—car horns, sirens, loud music or TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being in noisy settings such as a crowded restaurant, party, or busy store	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watching TV or listening to music at very high or very low volume	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking or being spoken to amid other sounds or voices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Background noise when concentrating on a task (music, dishwasher, fan, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Games with rapid verbal instructions such as Simon Says or Hokey Pokey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Back-and-forth, interactive conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unfamiliar sounds, silly voices, foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Singing alone or with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**VISION**

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	AVOIDS	SEEKS	MIXED	NEUTRAL
Learning to read or reading for more than a few minutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Looking at shiny, spinning, or moving objects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities that require eye-hand coordination such as baseball, catch, stringing beads, writing, and tracing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tasks requiring visual analysis like puzzles, mazes, and hidden pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities that require discriminating between colors, shapes, and sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visually "busy" places such as stores and crowded playgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finding objects such as socks in a drawer or a particular book on a shelf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Very bright light or sunshine, or being photographed with a flash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dim lighting, shade, or the dark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Action-packed, colorful television, movies or computer/video games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New visual experiences such as looking through a kaleidoscope or colored glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**TASTE AND SMELL**

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	AVOIDS	SEEKS	MIXED	NEUTRAL
Smelling unfamiliar scents				
Strong odors such as perfume, gasoline, cleaning products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smelling objects that aren't food such as flowers, plastic items, playdough, and garbage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating new foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating familiar foods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eating strongly flavored foods (very spicy, salty, bitter, sour, or sweet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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# My Behavior Checklist

Name \_\_\_\_\_ Date \_\_\_\_\_

Did you follow directions appropriately? Yes \_\_\_\_\_ No \_\_\_\_\_

What was your behavior? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What did you want? (put a check next to the appropriate statement)

\_\_\_\_ I wanted attention from others.

\_\_\_\_ I wanted to be in control.

\_\_\_\_ I wanted to avoid doing my homework.

\_\_\_\_ I wanted to cause problems because I am sad inside.

\_\_\_\_ I wanted to cause other problems because they don't like me.

\_\_\_\_ I wanted \_\_\_\_\_

Did you get what you wanted? Yes \_\_\_\_\_ No \_\_\_\_\_

What could you do differently? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Will you be able to return to class appropriately? Yes \_\_\_\_\_ No \_\_\_\_\_