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|  | **Antecedent Modifications** | **Teaching Modifications** | **Consequence Modifications** |
| **Escape from Demands** | * Embed prompts for break requests into CICO or similar tracker\* * Embed prompts for break requests into the classroom * Provide verbal prompts for break requests\* * Modify amount or difficulty of work\* * Provide opportunity to bring work home\* * Allow student to sit next to helpful peer\* * Precorrection: Remind student of expectations prior to challenging periods, or of homework prior to going home\* * Provide time in school to complete homework | * Teach routines around requesting a break\* * Teach responses to teacher giving or denying a break\* * Teach study skills\* | * Earn free time after completing work\* * Link daily goal and points earned to work completion\* * Reward choices include options to reduce work (e.g., homework pass, leave class early pass, break opportunities) |
| **Peer Attention** | * Scheduled peer interactions (e.g., social activities) prior to challenging periods * Change seating to minimize access to distracting peers\* * Interrupt and redirect peer responses to student problem behavior\* | * Teach peers to ignore each other’s distracting behavior (e.g., how to respond to peer talking off-topic) * Teach request for peer-tutor or partner work\* | * Invite a peer to daily check-out/end of day reward if goal is met\* * Increase frequency of reward delivery (mid-day and afternoon)\* * Seat next to preferred peer during lunch\* * Seat next to preferred peer during class\* * Use of the Good Behavior Game or similar interdependent group contingency during class\* |
| **Adult Attention** | * Time-based adult attention or praise (e.g., teacher check-in every 10 minutes) * Preferential seating near adults\* * Precorrection: Remind student about expectations such as when to talk, how to raise hands, prior to challenging activities | * Teach appropriate ways to get adult attention (e.g., raising hands)\* | * Contingent teacher attention when completing work/on task\* * Contingent teacher attention when raising hand\* * Rewards include activities with teacher and other adults in the school\* |
| **Items or Activities** | * Use preferred instructional materials (e.g., choice of book, activities or questions focused on preferred topic)\* * Schedule access to preferred activities throughout the day (e.g., “brain breaks” include preferred games) | * Teach requests for preferred, low distracting items (e.g., fidgets) | * + - Offer choice of activities at end of period when work is done     - Include a larger end of week reward\*     - Increase frequency of reward periods (e.g., AM, PM reward times) |

\* = Modifications mentioned by Klingbeil et al., 2019. All other suggested modifications are based on clinical experience of the authors