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