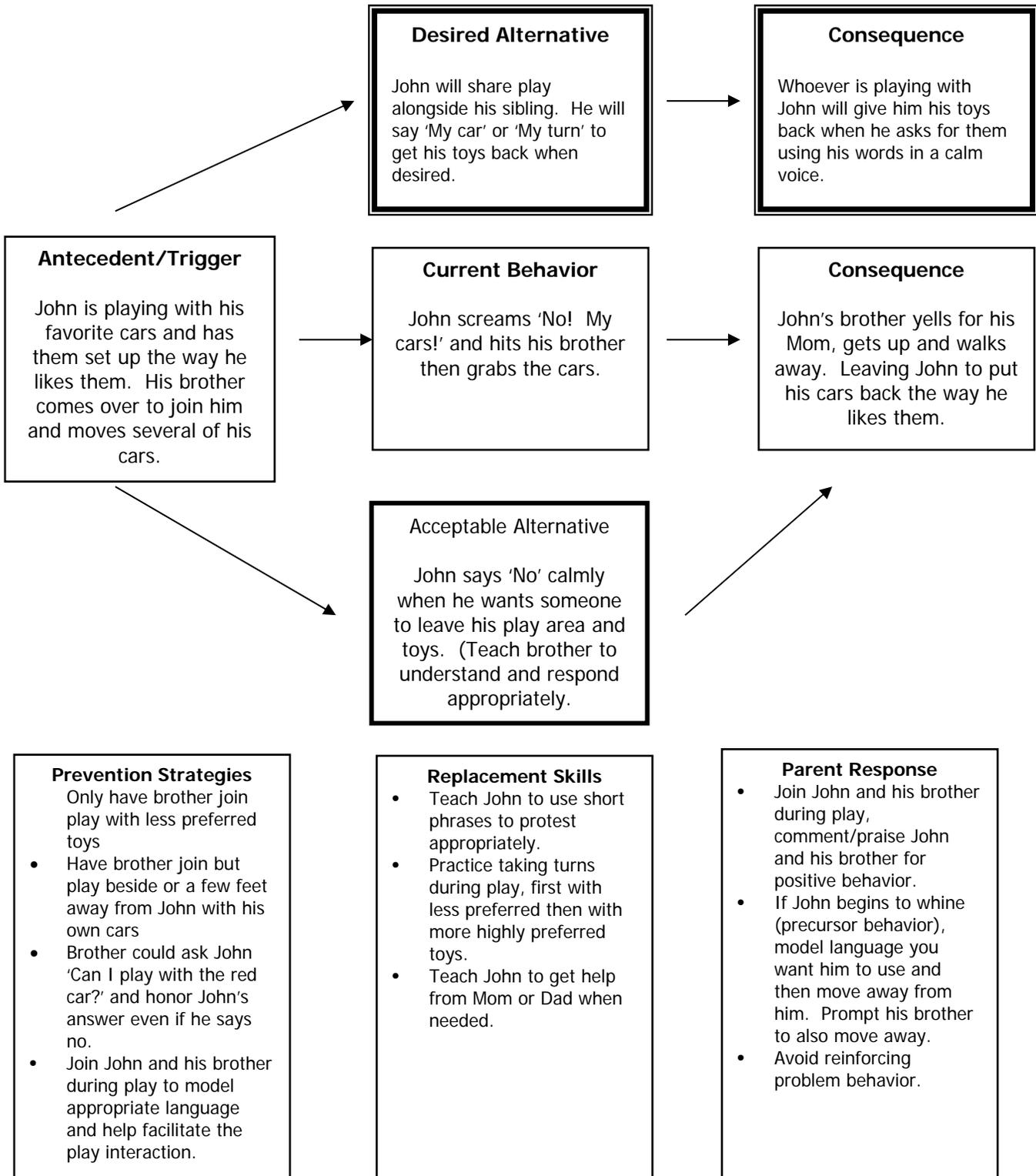**Define Behavior:** _John screams, hits other people, and grabs toys when another person joins him during play with a preferred toy._____
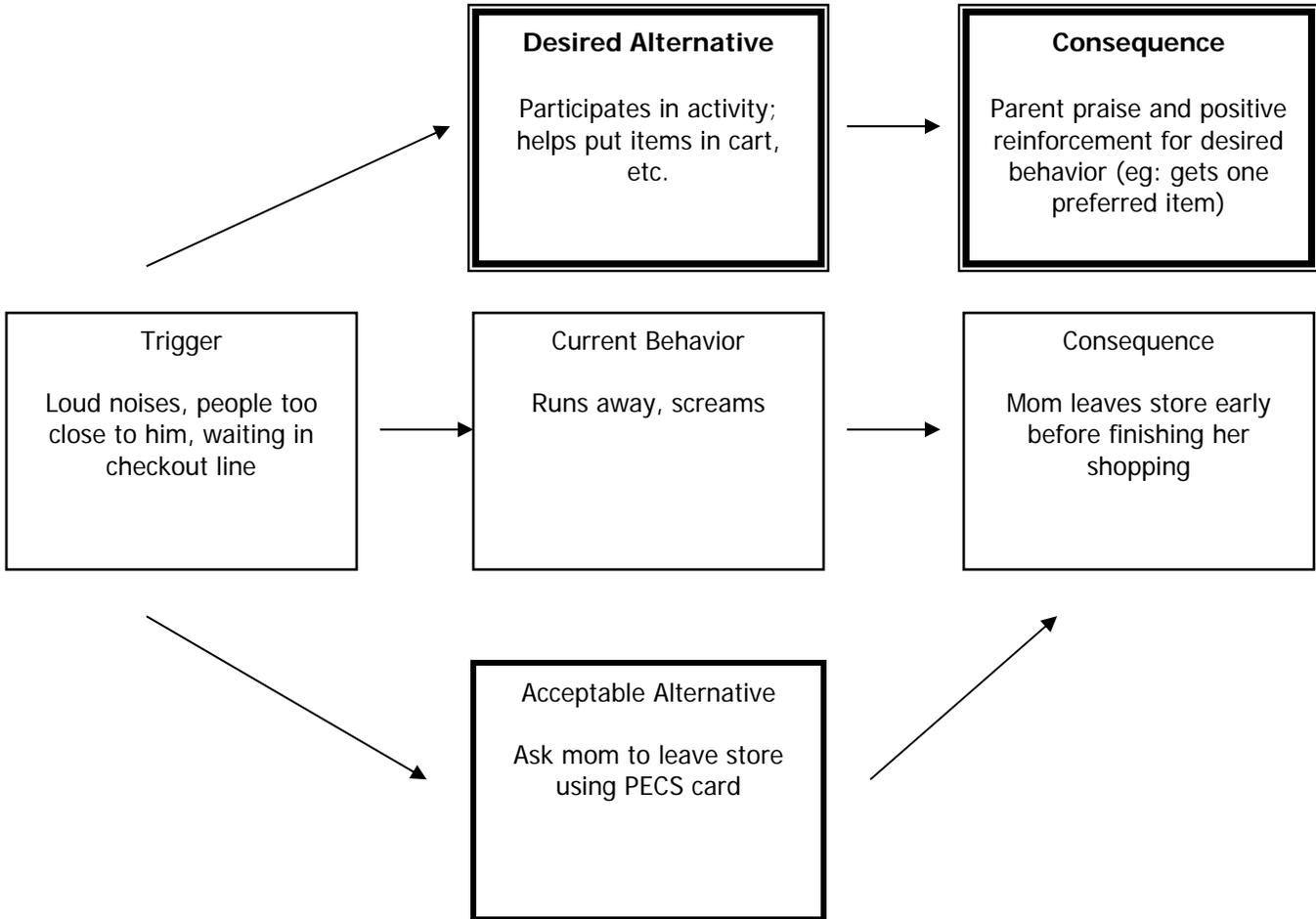
Hypothesized Function of behavior:__Obtain access to preferred toys_____

Desired Alternative

John will share play alongside his sibling. He will say 'My car' or 'My turn' to get his toys back when desired.

Consequence

Whoever is playing with John will give him his toys back when he asks for them using his words in a calm voice.

Antecedent/Trigger

John is playing with his favorite cars and has them set up the way he likes them. His brother comes over to join him and moves several of his cars.

Current Behavior

John screams 'No! My cars!' and hits his brother then grabs the cars.

Consequence

John's brother yells for his Mom, gets up and walks away. Leaving John to put his cars back the way he likes them.

Acceptable Alternative

John says 'No' calmly when he wants someone to leave his play area and toys. (Teach brother to understand and respond appropriately.

Prevention Strategies
- Only have brother join play with less preferred toys
- Have brother join but play beside or a few feet away from John with his own cars
- Brother could ask John 'Can I play with the red car?' and honor John's answer even if he says no.
- Join John and his brother during play to model appropriate language and help facilitate the play interaction.

Replacement Skills
- Teach John to use short phrases to protest appropriately.
- Practice taking turns during play, first with less preferred then with more highly preferred toys.
- Teach John to get help from Mom or Dad when needed.

Parent Response
- Join John and his brother during play, comment/praise John and his brother for positive behavior.
- If John begins to whine (precursor behavior), model language you want him to use and then move away from him. Prompt his brother to also move away.
- Avoid reinforcing problem behavior.

Define Behavior: _Joe runs away and screams when he hears loud noises, when people are too close to him, or when required to wait in line at a store._

Hypothesized function of behavior: Escape

Desired Alternative Participates in activity; helps put items in cart, etc.	**Consequence** Parent praise and positive reinforcement for desired behavior (eg: gets one preferred item)

Trigger Loud noises, people too close to him, waiting in checkout line	Current Behavior Runs away, screams	Consequence Mom leaves store early before finishing her shopping

Acceptable Alternative

Ask mom to leave store using PECS card

Setting Event Strategies	**Prevention Strategies**	**Replacement Skills**	**Parent/Caregiver Response**
• Go to store during less crowded times • Go to the store during times of day that are better for him (when he has had plenty of sleep and has a full stomach)	• Review picture schedule of shopping steps • Use positive contingencies natural to shopping to encourage cooperation • Cue him to use his words or pictures if starting to get upset about being in store	• Teach him to help with steps in shopping routine (ie: putting items in cart, pointing to items) • Teach to use alternative communication to avoid uncomfortable events or leave store	• Offer praise and reassurance/give item contingent on desired behavior • Leave store when he asks using appropriate methods (alternative communication)