

Developing Interventions Worksheet

Target Behavior

- a) Hitting is defined as any occurrence of contact with any part of another person's body with an open or closed hand that makes a sound upon contact and causes redness or other mark on skin.
- b) Aggression is any time Stephen hurts another person when he is mad
- c) Aggression is any time Stephen intentionally strikes an adult when he doesn't get what he wants

Hypothesis of Behavior Function

- a) Tangible
- b) Attention
- c) Sensory
- d) Escape

Pre-requisite Skills

Stephen is nonverbal and does not exhibit echoic responses (not repeating sounds heard) or movement. He does have fine and gross motor skills. He displays joint attention by leading teacher to or pointing at the things he wants or is interested in. He is also able to match pictures to objects during one on one instruction time.

Mode of Communication/Replacement Behavior

- a) Sign Language
- b) Voice Out-put device
- c) PECS
- d) Speech

Reinforcers/Preferences

Cheez-It, M&Ms, pizza, Coke, toy cars, iPad, relaxation/quiet time, looking at food magazines

Dislikes: oatmeal, ginger ale, water, headphones, reading, art class

Antecedent Interventions

- a) Show him a list of food pictures and tell him to make a choice
- b) Show him a picture of 2-3 foods options and instruct him to point to the one he wants, use prompts if needed, then give him the item.
- c) Show him a piece of pizza and model the sign for pizza. Only give him the sign if he correctly imitates the sign.

Consequence Interventions

- a) Do not give the desired item unless the behavior becomes severe and you need to avoid getting hurt.
- b) Tell him that if he hit anyone he will be sent to the office and won't get pizza for a week.
- c) Show him a piece of pizza and model the sign for pizza. Only give him the pizza if he correctly imitates the sign.