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## Sample Positive Behaviors Teaching Plans

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**CHILD'S NAME:** Evan

**DOMAIN:** Positive behaviors

**OBJECTIVE:** Evan will remain seated in his chair at the kitchen table until he is finished with his food, for five consecutive days.

**ROUTINES TO TARGET:** Meals, snacks

**DATA COLLECTION PROCEDURES:** Yes/no data

**Explanation of data collection procedures:**

Yes: Evan stayed in his chair during all meals and snacks throughout the day.

No: Evan did not stay in his chair during the meals and snacks throughout the day or needed prompts to do so.

**TEACHING PROCEDURES:**

1. Use video self-modeling to teach Evan the expectation of sitting in the chair to eat meals. Show Evan the video prior to each meal/snack.
2. While Evan is sitting in his chair, provide positive reinforcement.
3. If Evan gets out of his chair, use the following most-to-least prompts hierarchy immediately:
  - a. Gently pick Evan up and put him back in his chair.
  - b. Block Evan and point to his chair.
  - c. Lightly tap his arm to get him started.
  - d. Give a verbal prompt such as "Go back to your chair."
4. Provide positive reinforcement when Evan gets back in his chair.

*Note:* At no time should Evan have access to food when he is not in his chair.

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**CHILD'S NAME:** Nathan

**DOMAIN:** Positive behaviors

**OBJECTIVE:** Nathan will accept a change in his daily routine, remaining calm when the change is introduced, for five consecutive days.

**ROUTINES TO TARGET:** Riding in the car, meals, bathtime, bedtime routine

**DATA COLLECTION PROCEDURES:** Individualized rating scale

**Explanation of data collection procedures:**

- 4: Nathan remained calm when changes were initiated.
- 3: Nathan displayed mild discomfort when changes were initiated (e.g. brief whining, verbal complaints).
- 2: Nathan cried or yelled when changes were initiated.
- 1: Nathan engaged in aggressive behaviors (hitting, kicking, biting, scratching) when changes were initiated.

**TEACHING PROCEDURES:**

1. Begin by initiating changes in a routine that Nathan would consider desirable changes (e.g. Instead of taking a shower, Nathan can take a bath and play.).
2. Before the change is initiated, use priming by letting Nathan know about the change that is going to take place (e.g. Say, "Tonight you will get to take a bath instead of shower!").
3. If Nathan remains calm when the change is initiated or displays mild discomfort, provide positive reinforcement.
4. If Nathan engages in challenging behaviors, ignore the challenging behaviors and positively reinforce Nathan when he calms down.
5. Once Nathan is able to remain calm during desirable changes, initiate changes that he would not necessarily consider desirable but would not consider extremely undesirable. Introduce undesirable changes after Nathan can remain calm during changes that are neither desirable nor extremely undesirable.

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**CHILD'S NAME:** Robert

**DOMAIN:** Positive behaviors

**OBJECTIVE:** Robert will pet the dog gently for 5 consecutive days.

**ROUTINES TO TARGET:** Playing with toys, playing outside, bedtime routine

**DATA COLLECTION PROCEDURES:** Yes/no data

**Explanation of data collection procedures:**

Yes: Robert petted the dog nicely throughout the day.

No: Robert did not pet the dog nicely or needed reminders to pet the dog nicely throughout the day.

**TEACHING PROCEDURES:**

1. Use modeling/request imitation to teach Robert how to gently pet the dog.
  2. If Robert does not imitate the model or acts aggressively toward the dog, use most-to-least prompts to correct the behavior, using the following hierarchy:
    - a. Provide gentle physical assistance.
    - b. Provide gentle physical assistance and then release to allow Robert to continue petting nicely.
    - c. Use a verbal prompt (e.g. "Pet her nicely.").
  3. Provide positive reinforcement each time Robert pets the dog nicely, with or without prompts.
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**CHILD'S NAME:** Tara

**DOMAIN:** Positive behaviors

**OBJECTIVE:** Tara will point to what she wants, remaining calm until the item is given to her, for five consecutive days.

**ROUTINES TO TARGET:** Playing with toys, bathtime, meals, playing outside

**DATA COLLECTION PROCEDURES:** Yes/no data

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**Explanation of data collection procedures:**

Yes: Tara independently pointed to the things she wanted throughout the day and remained calm until the items were given to her.

No: Tara did not point to the things she wanted throughout the day or needed prompting to do so.

**TEACHING PROCEDURES:**

1. Use environmental arrangements to provide opportunities for Tara to request items from others. For example, hold something out of reach, place something on a shelf that is out of reach, give small amounts to provide opportunities to request more, or entice her by showing something desirable.
2. You can also follow Tara's lead by using opportunities that occur naturally to teach her to make a request. If Tara is reaching for something, whining, grabbing, crying, or yelling, get the item, hold it, and use time delay to encourage her to request it by pointing.
3. If Tara points, provide reinforcement by giving access to the item. Also make sure you provide social reinforcement by smiling and making a positive comment after she points.
4. If Tara doesn't point, use least-to-most prompts using the following prompt hierarchy:
  - a. Move the item closer to Tara.
  - b. Say something such as "Point" or "Do you want this?"
  - c. Use modeling/request imitation.
  - d. Provide gentle physical guidance.
5. Give positive reinforcement even if Tara needed prompts to point.

*Note:* Use shaping by first reinforcing Tara if she points, even if she is still complaining or crying. Eventually only reinforce Tara when she points and waits calmly for the item.