Examples that can be selected for the antecedent intervention and consequent-based intervention activities (or work with an example from your own work, ***just please do not share identifiable details)

1. Cheyanne is a three-year-old child who is diagnosed with developmental delay and receives early intervention services in an early childhood setting. When she arrives at the center, she often drops to the ground when transitioning off the bus into the building. If she is not carried in, she will also attempt to run towards the playground area (in the back of the building but also across a parking lot). When she is carried into the building, the staff will often bring her to the "motor room" to help her calm down before beginning the day (this typically occurs 3 to 4 days out of a 5 day week).

2. Dakota is a 20-year-old man with autism who works at a local large retailer at collecting carts from the parking lot. Dakota would like to eventually train as a cashier, and he has the skills to do this job; however, he has been struggling with approaching customers and initiating in-depth conversations about topics of interest to him (e.g., video games). When Dakota strikes up these conversations, some customers will engage with him and talk with him for several minutes about the preferred topics. Dakota's job coach would like to help him reach his goal, but the employer would like Dakota to go for a month without receiving complaints from customers, or needing other staff to redirect him from these in-depth conversations.

3. Andrew is a 45-year-old man with an intellectual and developmental disability who resides in a group home in northern, MN. Andrew does not verbally speak, and does not reliably use a different form of alternative or augmentative communication (AAC), so although his long-term DSPs are able to understand Andrew's gestures and general wants and needs, newer DSPs tend to struggle to understand what Andrew wants or to "miss" his cues that he wants something. If Andrew attempts to request for something multiple times and a DSP ignores his request (or does not understand it), Andrew will become increasingly agitated (beginning with making low, vocal sounds and after several minutes this behavior may escalate to Andrew hitting his head with an open palm at increasing intensity). If Andrew begins hitting his head, the current plan is to bring him a communication book from the top of the refrigerator (that he does not currently use independently) and prompt him to select an activity to redirect him.