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|  | | *PROACTIVE STRATEGIES* | | | |
| **Strategy** | **Brief Description** | | **What does this look like?** | **When to use it** | **What does this look like for the person you support?** |
| Positive Attention | Positive or neutral social attention given non-contingent on behavior and occurs more frequently than problem behavior occurs. | | Throughout the day, staff initiate positive interactions with the person, regardless of what they are currently doing. | Problem behavior functions to get attention |  |
| Pre-specify reinforcer | Before asking the person to do a task, identify a desirable activity or item that will occur after completing the task. Emphasize the reinforcer instead of the task. | | Talking about tasks in terms of preferred activities or items that will occur after the task is done. | Problem behavior functions to avoid tasks/activities |  |
| Collaboration | Working with the person on a difficult or unpleasant task in order to make them easier, quicker, more fun, and increase the chance they complete the task. Offer help BEFORE problem behavior occurs. | | Knowing a person tries to avoid doing dishes, offer help completing the task when presenting it. | Problem behavior functions to avoid tasks/activities or maintain attention |  |
| Schedules | Written schedule or pictures to indicate what activity is first, what is next, and what comes later. | | Have a sequence of activities or tasks available to help the person see what they’re day looks like when they have trouble switching from one task to the next. | Problem behavior functions to avoid task/activity termination or sudden activity changes |  |
| Lists | Written list or pictures of activities. The person chooses the order. | |  | Problem behavior functions to avoid task/activity termination or sudden activity changes |  |
| Calendars | Weekly or monthly calendars to indicate when events will occur and to help the person participate in event planning and time management. | |  | Problem behavior functions to avoid task/activity termination or sudden activity changes |  |
| Concrete affirmative answers to requests | When a person makes a request for something they cannot have immediately, answer them affirmatively and let them know when they can have what they are asking for. | | Saying yes to the request and when that will work. May not work the first time, but can become a negotiation. | In conjunction with calendars/schedules, great way to build planning and negotiation skills |  |
| Choices instead of demands | Instead of giving a demand to do a task, give choices about what task to do or different options available for completing the task. | | -There are 4 chores to complete for the day, offer choice of 2 of them.  -Floor has to be cleaned, we can use the broom or the vacuum. | Problem behavior functions to escape demands/tasks |  |
| Using a preferred item as a distractor | Pair less-preferred activities with something the person likes. | | Going to the doctor is no fun so we take the DS with us for the ride there and the wait in the waiting room. | Problem behavior functions to escape/avoid aversive environments or activities |  |
| Fading-in demands | Gradually introducing more time or effort into an activity that a person does not prefer | | Asking a person to put the plates on the counter after dinner that’s all. Gradually expect more time/effort in weeks/months ahead | Problem behavior functions to escape/avoid activities |  |