

Behavior Function:	Gain Attention	Gain Access to a tangible item	Avoid a Task
<b>Recommended Interventions:</b>	<ul style="list-style-type: none"> <li>● Ignore the child when they engage in the behavior (but actively monitor for safety)</li> <li>● Emphasize positive attention (verbal complements: “I love how you are showing patience and maturity when you respectfully wait for my attention”) when the child does not engage in the behavior</li> <li>● Practice effective communication skills               <ul style="list-style-type: none"> <li>○ Model this for your child (“When you want my attention, you need to use a calm voice and wait your turn to speak so you are not interrupting me.”)</li> <li>○ Role-play with your child for them to gain repeated exposure to appropriate communication skills</li> </ul> </li> <li>● Establish clear communication expectations               <ul style="list-style-type: none"> <li>○ When these are followed, provide consistent rewards (For example, “If you can follow our communication expectations this whole week, you and I can go to the movies together this weekend!”)</li> <li>○ When expectations are not followed, have consistent consequences (For example, “Since you did not follow our communication expectations this week, you did not earn your reward. Your consequence is to write a reflection about what you need to improve on and the plan you will make to reach this goal next week.”)</li> </ul> </li> <li>● Support your child to build stamina with their independence               <ul style="list-style-type: none"> <li>○ For example, use visual timers where the child is expected to be independent during that timeframe. Start with smaller times and build up to longer times.</li> </ul> </li> <li>● Reflect on instances of disruptive attention-seeking behavior to build self-awareness               <ul style="list-style-type: none"> <li>○ Encourage self-questioning (ask: “Am I bothering or disturbing others when I have these behaviors?”)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Never provide access to the tangible item when negative behaviors occur (or immediately following negative behaviors); Provide access to the tangible item only after expected behaviors are followed               <ul style="list-style-type: none"> <li>○ If expected behaviors do not occur, provide a consequence or reflection (for example, “You did not follow our home expectations, so you will not get time on your iPad, and instead, you will spend that time doing the dishes.”)</li> </ul> </li> <li>● Explicitly teach when and how to request the tangible item appropriately               <ul style="list-style-type: none"> <li>○ For example, teach your child to ask, “If I study tonight for my test and get an A on it tomorrow, may I please have one hour of screen time tomorrow?”</li> <li>○ Practice accepting “no” or “not yet” when they are calm</li> </ul> </li> <li>● Collaborate with your child to create a visual schedule of when they can access the tangible item</li> <li>● Use If/Then and When/Then language with your child to explain that the tangible item can be earned as a reward for following expected behavior               <ul style="list-style-type: none"> <li>○ “If you follow our agreed-upon expectations, then you can earn 20 minutes playing video games tonight.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Establish clear expectations regarding task completion               <ul style="list-style-type: none"> <li>○ Discuss examples of following these expectations</li> <li>○ Discuss examples of not following these expectations</li> </ul> </li> <li>● Use If/Then and When/Then language with your child to explain that they can gain access to a reward if they follow expected behavior               <ul style="list-style-type: none"> <li>○ Consistently give rewards when they are earned and consistently give a consequence when expected behavior is not followed</li> </ul> </li> <li>● Collaborate with your child to develop a task-completion menu or checklist               <ul style="list-style-type: none"> <li>○ This allows the child to see something visual that gives them ownership and control in the order that they complete tasks or see their progress as they work through tasks</li> </ul> </li> <li>● Use timers to build stamina to focus through tasks, even when they are non-preferred               <ul style="list-style-type: none"> <li>○ For example, start with 5 minutes and add one more minute every week.</li> </ul> </li> </ul>