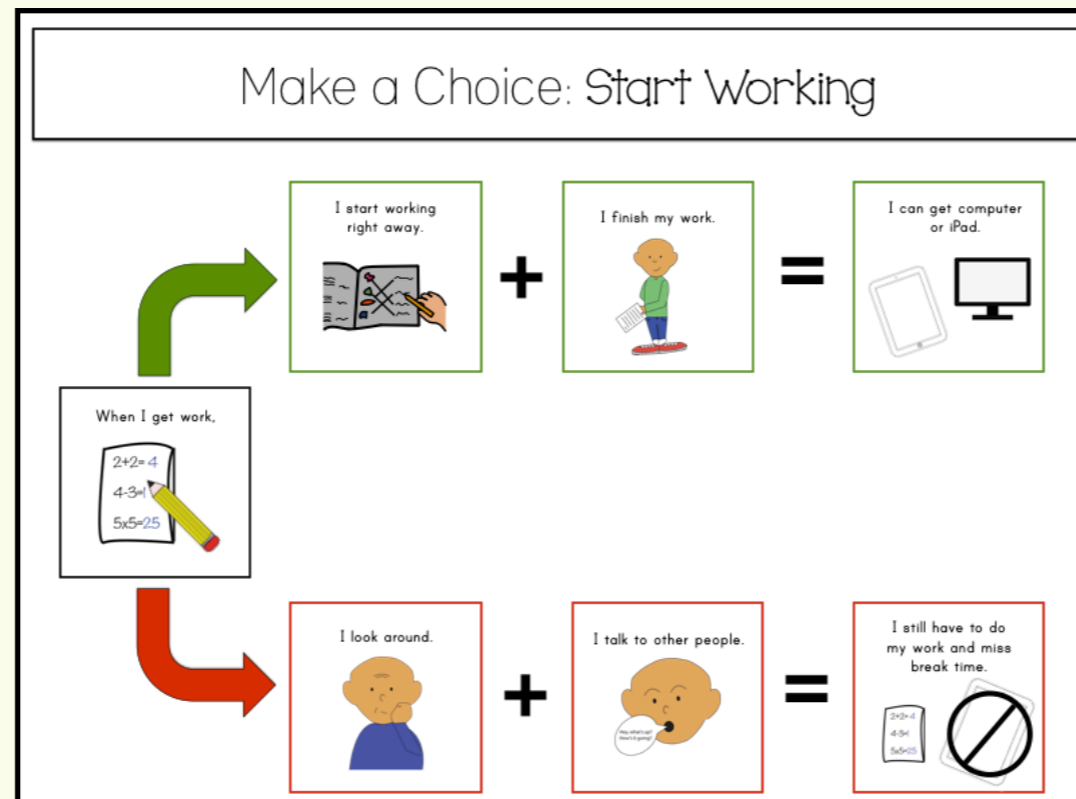


Behavior Contingency Maps



Make a Choice

by: **Sasha Hallagan** theautismhelper.com

What are contingency behavior maps and why are they effective?

Contingency behavior maps show a visual representation of engaging in appropriate and inappropriate behaviors and the consequences the behaviors result in. These maps are an ABA based intervention and follow the ABC pattern of behavior (antecedent, behavior, consequence). First the antecedent (or environmental trigger) is depicted, then the appropriate and inappropriate behavior options, and finally the consequence for each response. The two paths depict the two choices the individual can make regard his/her behavior. Using visuals is essential so students can understand the behavior map. The visual maps are especially useful for early childhood students and students with special needs who have low receptive language. Contingency maps are effective because they illustrate in a concrete way the results of both the desired and undesired behavior.

How to use contingency behavior maps?

Contingency maps can be used in a few different ways. It is important to teach the strategy. Review the behavior map and discuss the consequence for each series of behaviors. Practice the strategy. Go through each path and model the responses and consequences. Utilize the behavior map in the situation the behaviors commonly occur. If the behavior typically occurs during circle time, anticipate and prevent the behavior. Pull out the behavior map at the start of circle time and review the behavior paths and consequences. Keep the behavior contingency map present and visible throughout the day to provide an extra reminder for students.

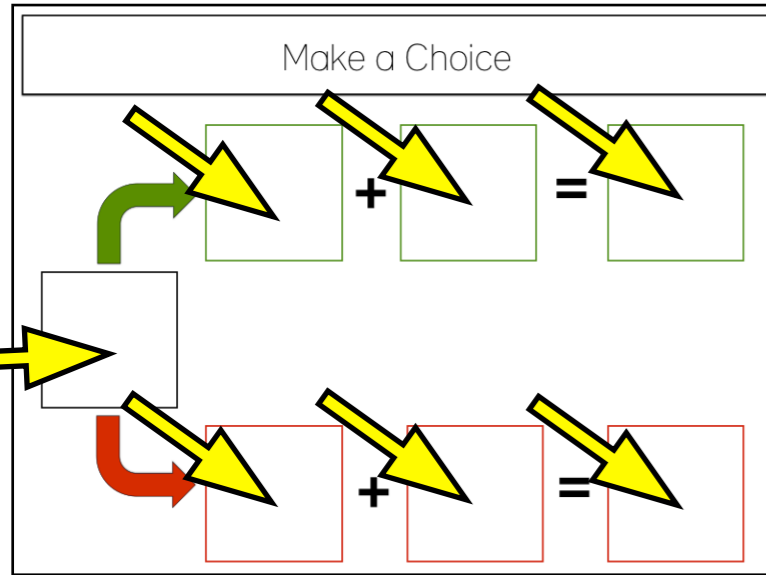
What's included in this packet?

Included in this packet are 15 pre-made behavior contingency maps and an interactive behavior contingency map to create one that you can completely individualize for all situations.

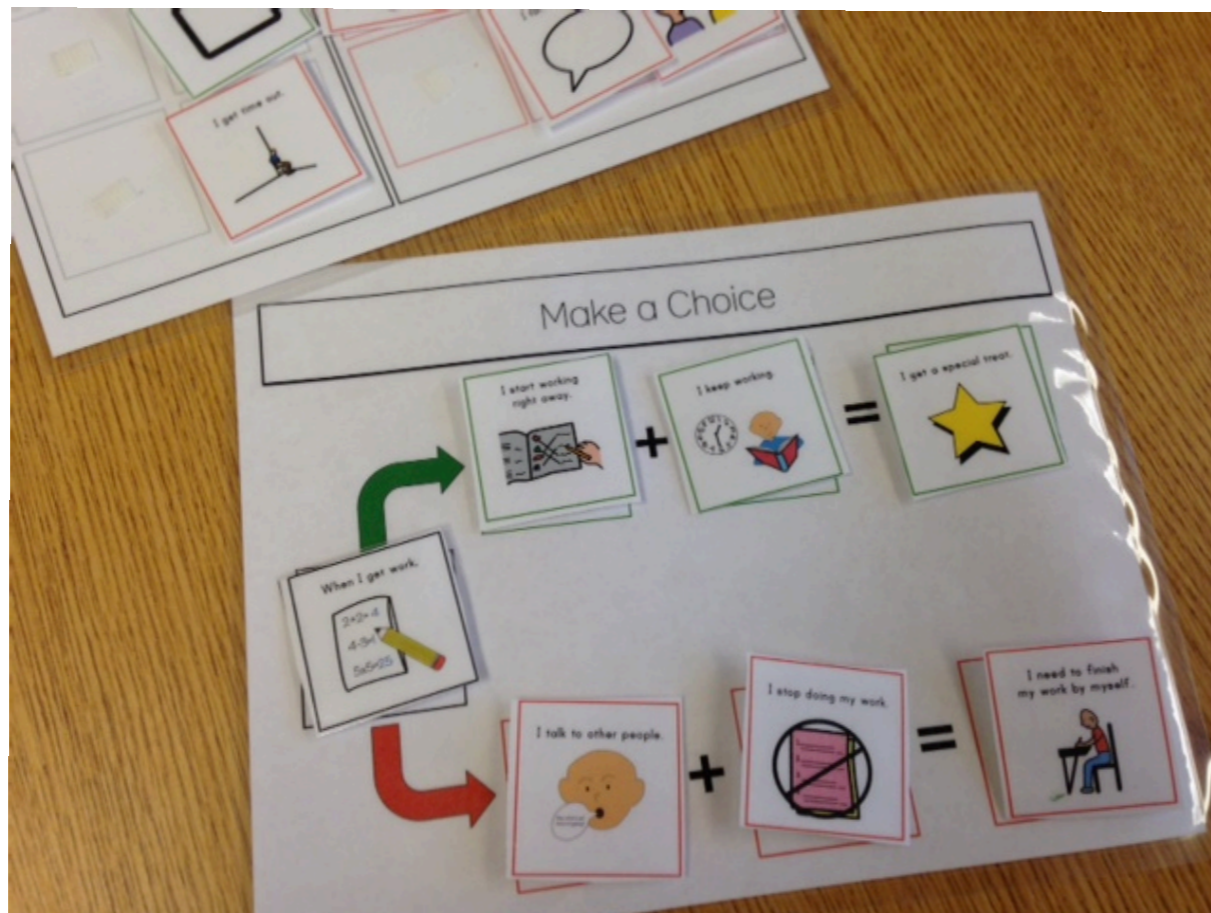
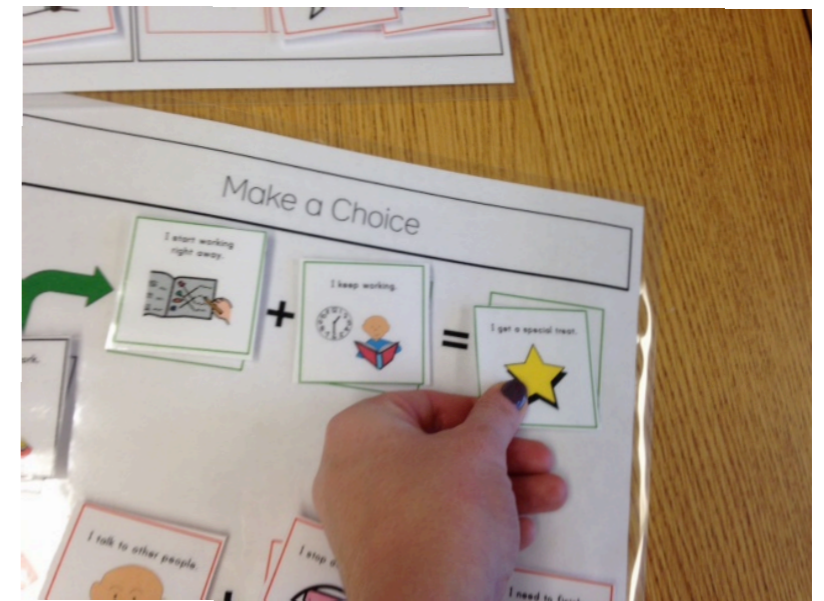
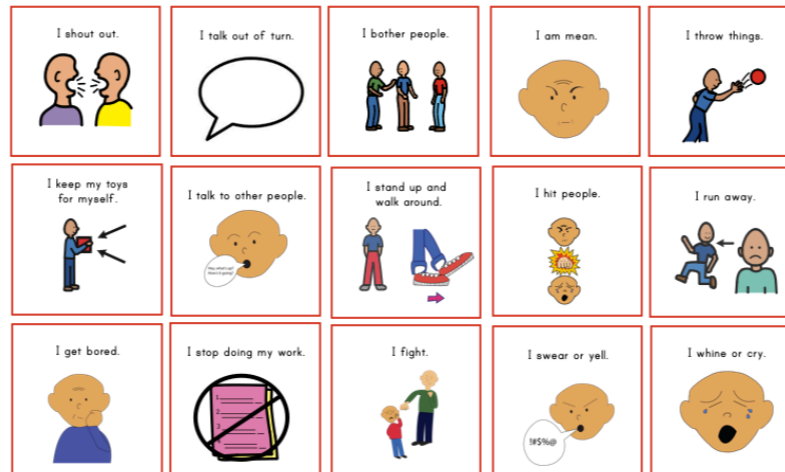
How to setup interactive behavior maps?

The interactive behavior map resources are on pages 19–27. Laminate all pages.

Put hard velcro in each box.

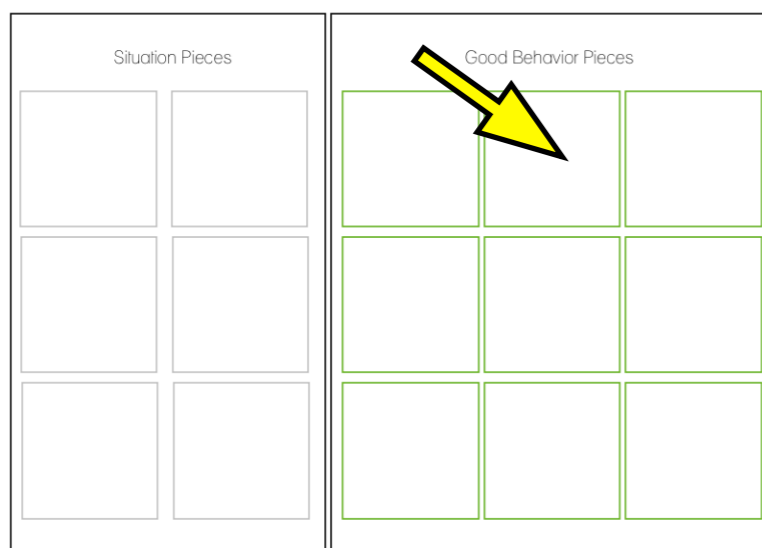


Cut out pieces and put soft velcro on the back of each piece.

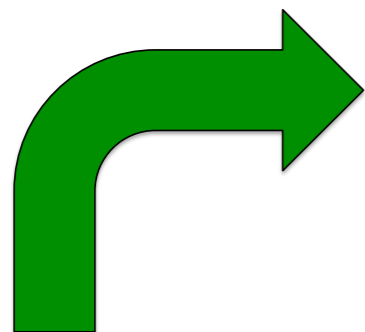


The storage pages are really helpful to organize all of the pieces. It can get easily disorganized with all of the pieces that can be involved. The storage pages solve this issue. I laminated my two storage pages back to back. I store the pictures under the right heading and keep it in a central location of my classroom. I can easily create a behavior map individualized for the situation in a snap!

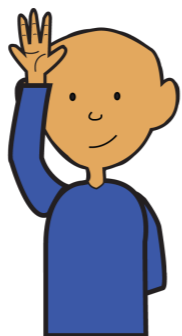
Put hard velcro in each box of the storage pages.



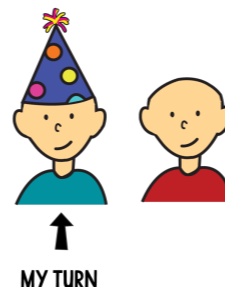
Make a Choice: Raising Your Hand



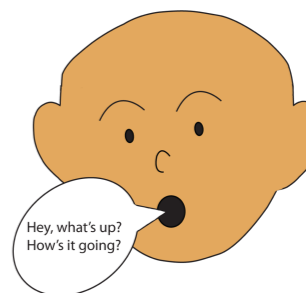
I raise my hand.



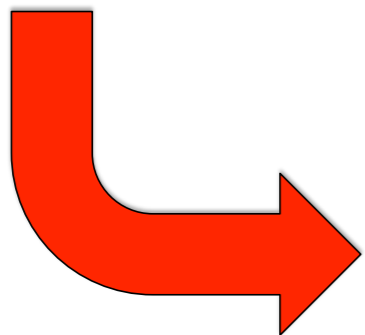
Wait for the
my turn.



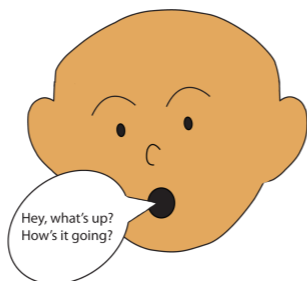
I will have a turn
to share.



During class,



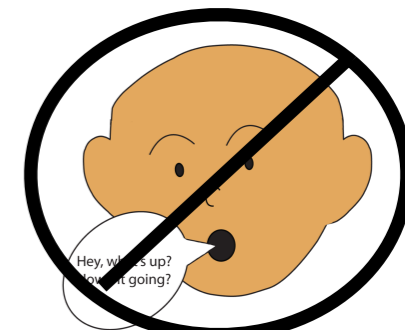
I shout out.



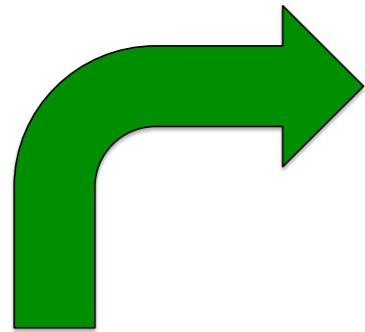
I talk out of turn.



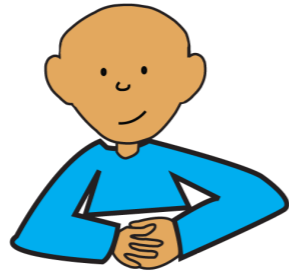
I will not have a
turn to share.



Make a Choice: Hands to Yourself



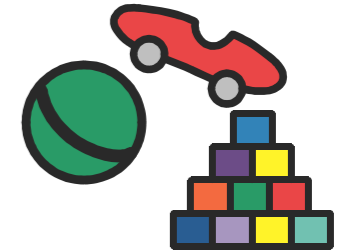
I keep my hands to myself.



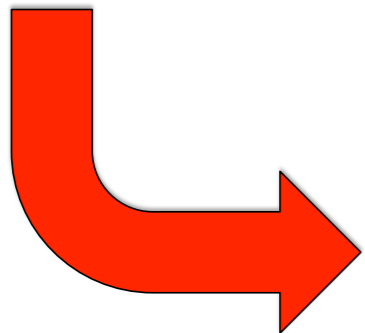
Don't touch my friends.



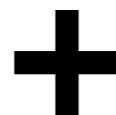
I will get play time.



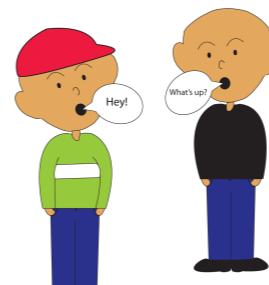
During circle time,



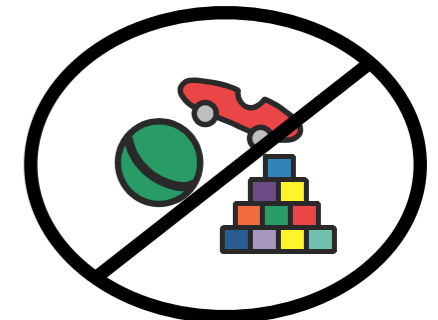
I touch my friends.



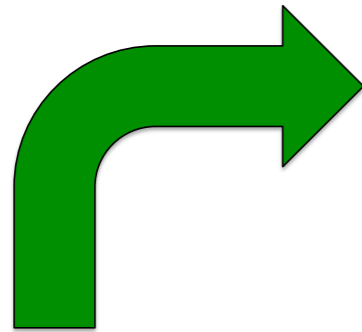
Bother people.



I will not get play time.



Make a Choice: Start Working



I start working right away.

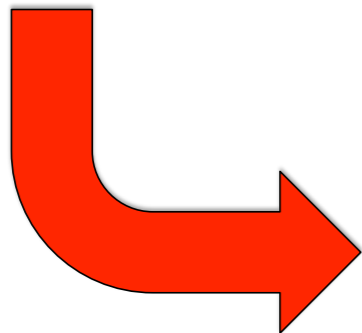
+

I finish my work.

=

I can get computer or iPad.

When I get work,



I look around.

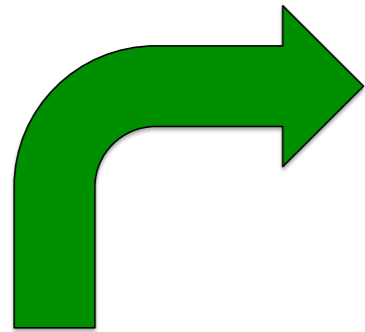
+

I talk to other people.

=

I still have to do my work and miss break time.

Make a Choice: Finish Your Work



I do my work.

A yellow pencil with a red eraser and a sharp lead tip.

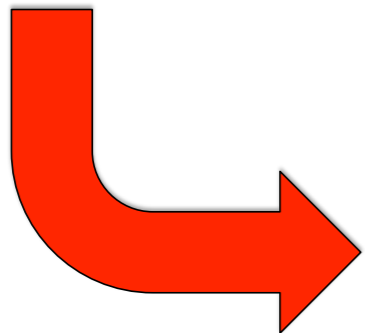
I hand my work in.

A cartoon child with a green shirt and blue pants, holding a white sheet of paper and handing it to a red box.

I get a special treat!

A glass jar with a blue lid and a yellow star on the front, representing a reward.

I have work to do.

A pink notepad with a yellow edge and a list of four numbered items: 1, 2, 3, 4.

I walk around.

A pair of blue pants and red shoes walking on a pink arrow pointing right.

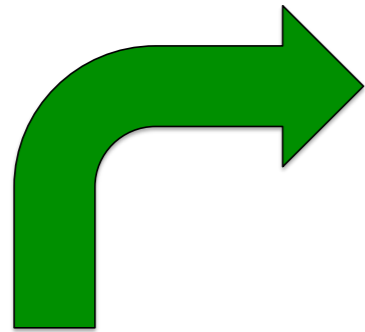
I talk to other people.

A cartoon child's head with a speech bubble that says "Hey, what's up? How's it going?"

I still have to do my work and miss break time.

A pink notepad with a list of four numbered items and a glass jar with a star, both crossed out with a black circle and slash, indicating a missed reward.

Make a Choice: Keeping Working



I work hard.

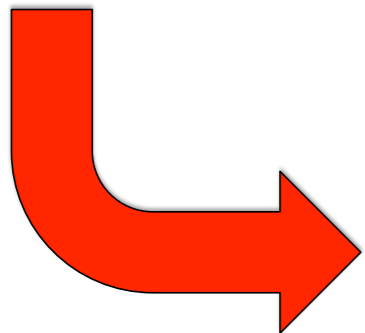


I keep working.

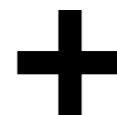


I get choice time.

We have work to do.



I get bored.

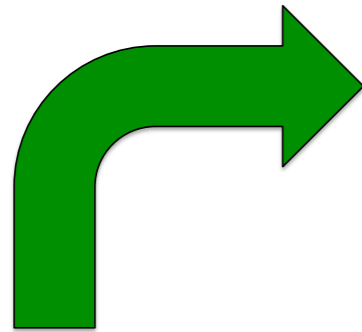


I stop doing my work.

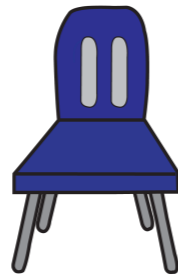


I need to finish my work by myself.

Make a Choice: Stay in Your Seat



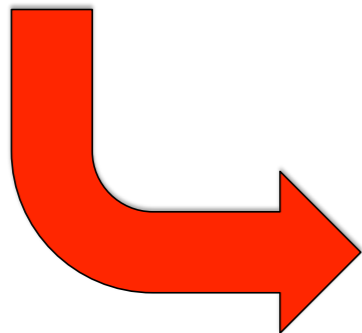
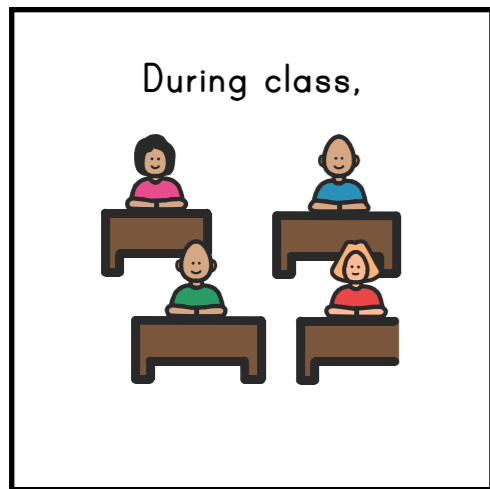
I stay in my chair.



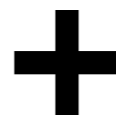
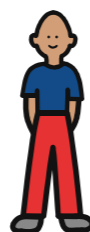
I raise my hand
when I need help.



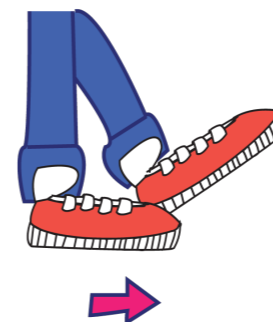
I get a special treat.



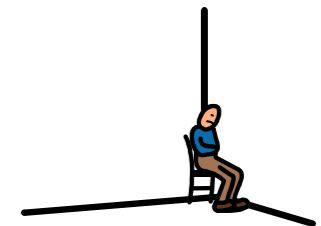
I stand up.



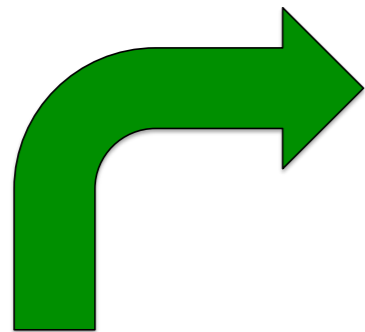
I walk around.



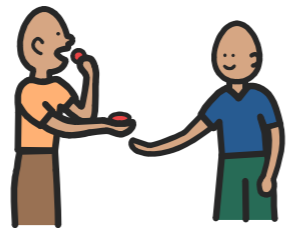
I get time out.



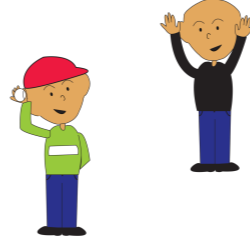
Make a Choice: Share



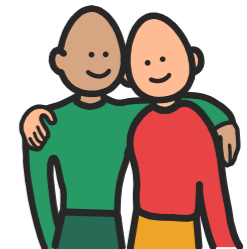
I share my toys.



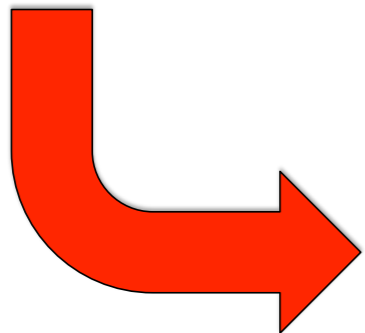
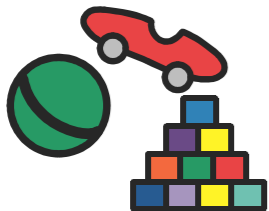
I play together with friends.



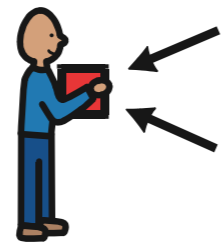
My friends are happy.



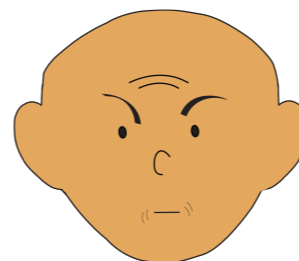
When I have toys,



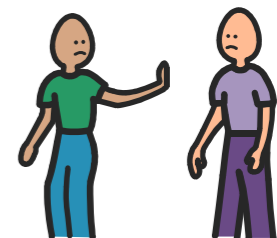
I keep my toys for myself.



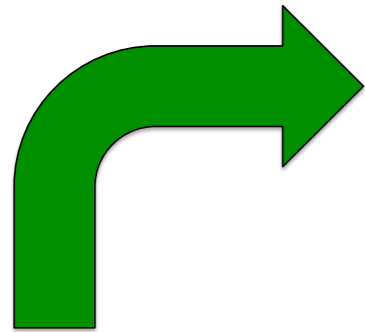
I am mean.



My friends don't want to play with me.



Make a Choice: Be a Good Friend



I share my toys.

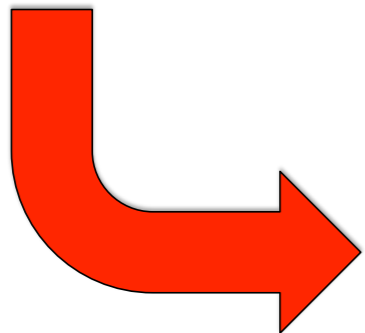


I talk nicely.

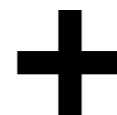


My friends are happy.

There are many kids in my class.



I fight.

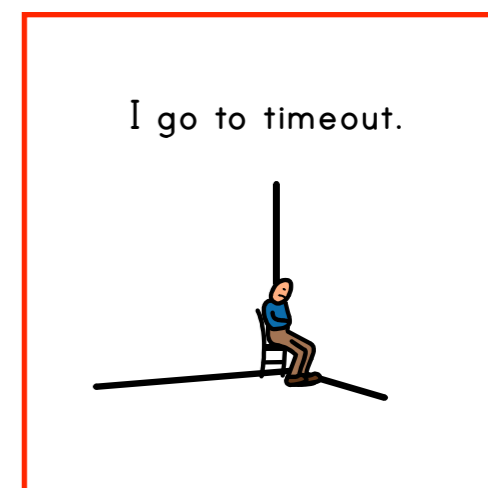
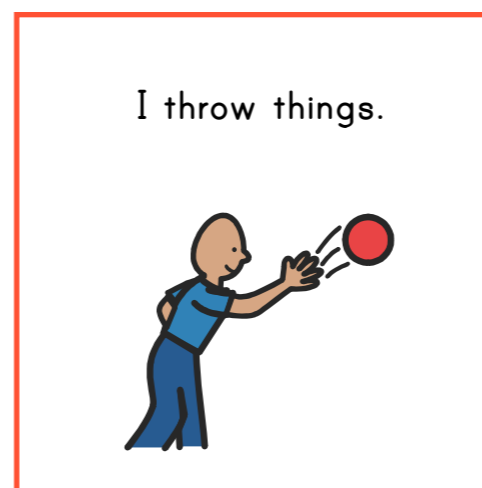
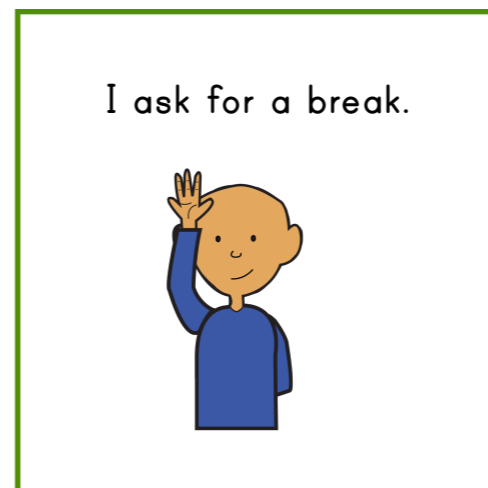
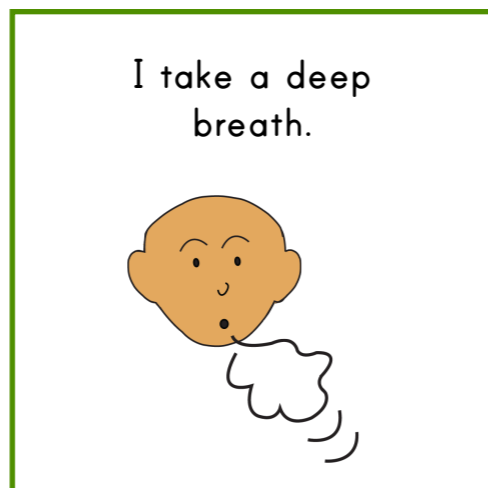
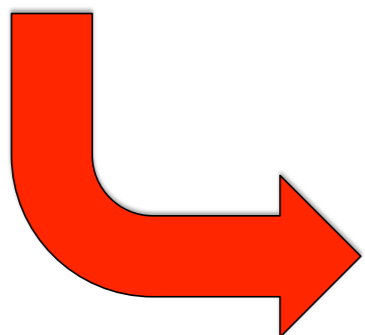
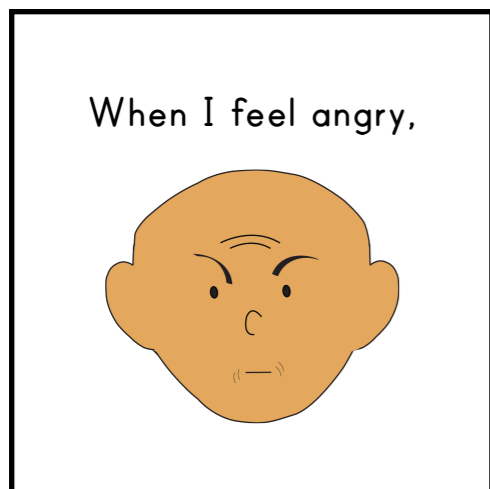
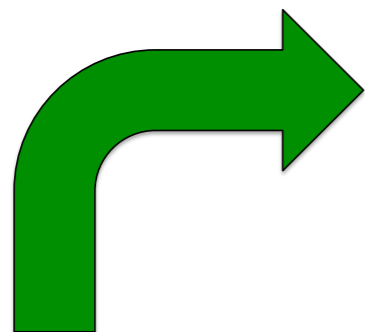


I talk meanly.

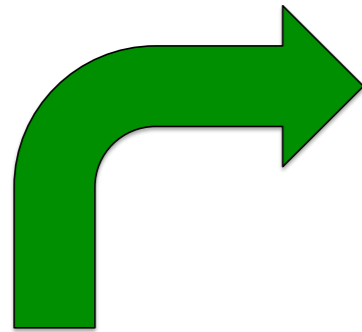


Kids do not want to be friends with me.

Make a Choice: Feeling Angry



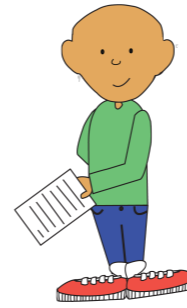
Make a Choice: Doing Work



I do my work.



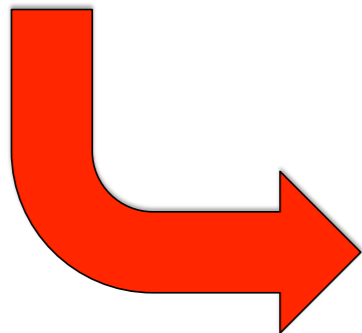
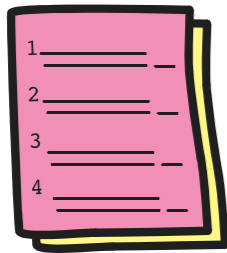
I hand my work in.



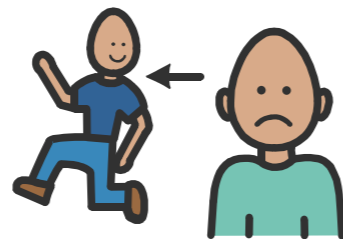
I get a special treat!



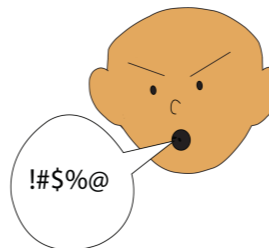
I have work to do.



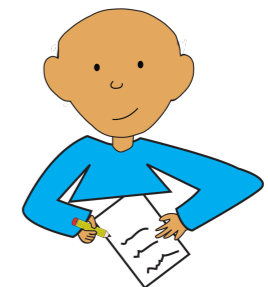
I run away from my teachers.



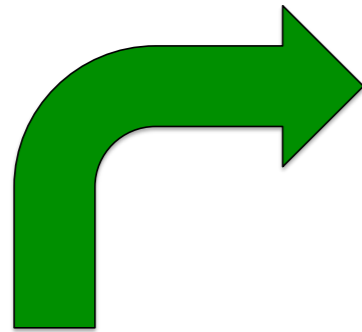
I yell and swear.



I still need to do my work.



Make a Choice: Recess Behavior



I come back from recess.

An illustration of a person in a red shirt and pants walking out of a school building. A red car is parked nearby, and there is a tree.

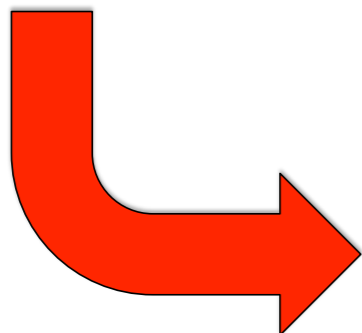
I wait in line.

An illustration of four people (two men and two women) standing in a line behind a black stanchion and rope.

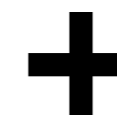
I get choice time back in the classroom.

An illustration of a glass jar with a blue lid and a yellow star on the front.

I go out for recess.

An illustration of two children on a swing set. One child is swinging, and the other is hanging upside down from the bars.

I run away.

An illustration of a person in a blue shirt running away from a person in a green shirt who has a sad expression.

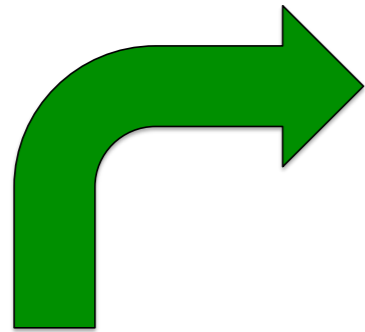
I hide.

An illustration of a person's head and eyes peeking out from behind several grey boxes.

I get in trouble.

An illustration of a person sitting on a chair with a vertical line extending upwards from the chair, possibly representing a consequence or a time-out.

Make a Choice: Hard Work



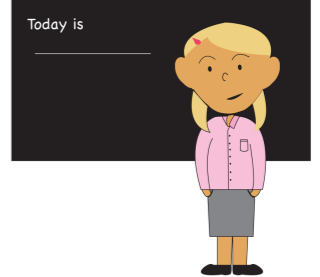
I try my best.



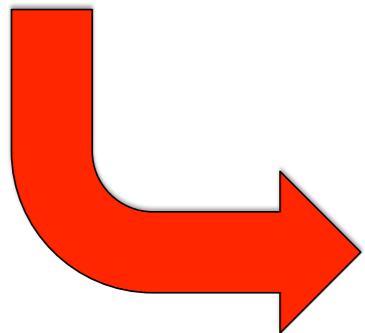
I ask for help.



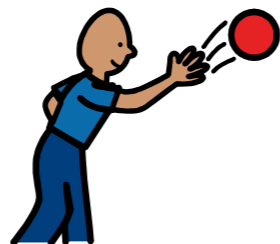
My teacher is happy with me.



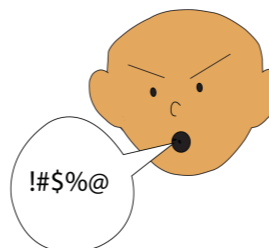
I have work that is hard.



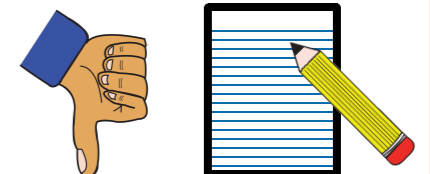
I throw my paper.



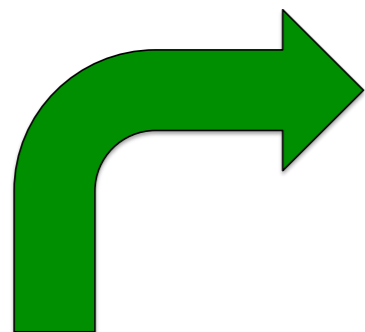
I yell.



My teacher is angry and I need to do my work.



Make a Choice: Losing a Game



I take a deep breath.

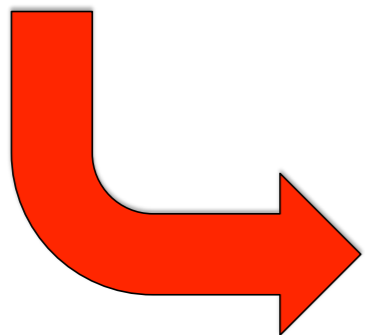


I say, "good game."



My friends are happy with me.

Sometimes, I lose a game.



I whine or cry.

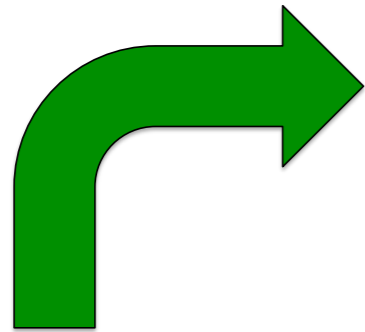


I run away.



My friends don't want to play with me.

Make a Choice: Saying Sorry



I say sorry.

A cartoon illustration of a person's head with a speech bubble containing the word "sorry".

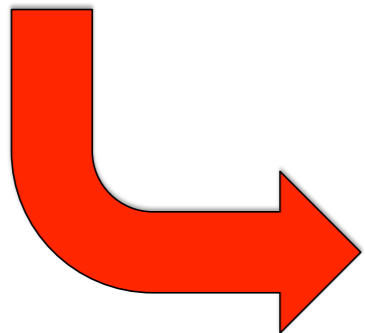
I shake hands.

An illustration of two hands shaking, representing a handshake.

I get a special treat.

A large yellow five-pointed star with a drop shadow, representing a special treat.

When I do something wrong,

A black circle with a diagonal slash through it, representing a prohibition or "no" sign.

I run away.

An illustration of one person running away from another person who has a sad expression.

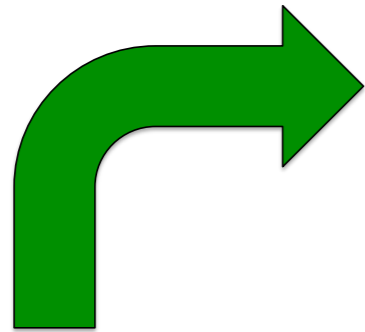
I hide.

An illustration of a person's head and eyes peeking out from behind several grey rectangular blocks, representing hiding.

My friends are mad at me.

A cartoon illustration of a person's face with a furrowed brow and a downward-curving mouth, representing anger.

Make a Choice: Listening to the Teacher



I listen to my teacher.

A cartoon boy with a blue shirt, looking forward with his right hand raised to his ear, as if listening.

+

I sit and wait.

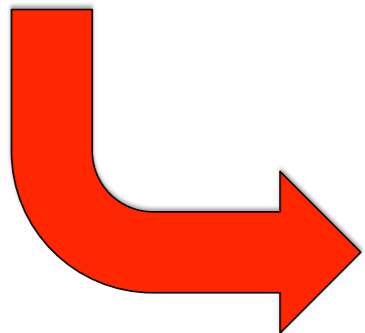
A cartoon boy with a blue shirt, sitting with his hands clasped in front of him, looking forward.

=

I feel happy and have good behavior.

A cartoon boy with a green shirt, looking forward with a halo around his head, indicating happiness and good behavior.

During school,

An illustration of a brown schoolhouse with a red roof and a yellow bell hanging to the right.

I whine or cry.

A close-up illustration of a cartoon boy's face, crying with tears and a wide-open mouth.

+

I do not listen.

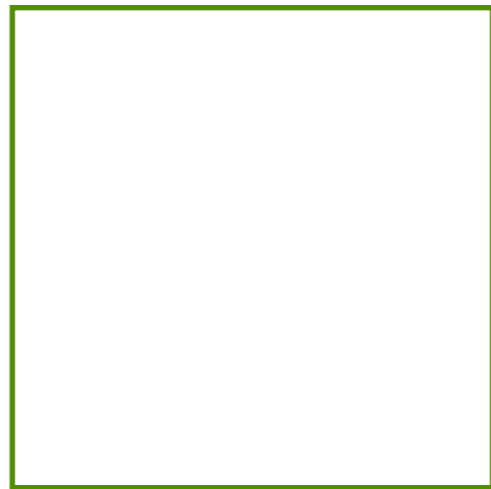
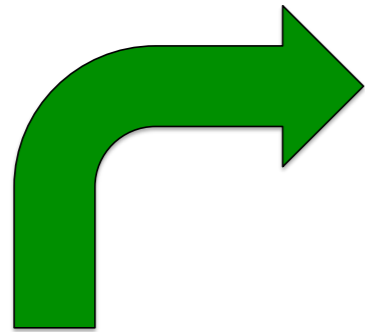
A cartoon boy with a blue shirt, looking forward with his hand to his ear, but the entire scene is enclosed in a black circle with a diagonal slash through it, indicating prohibition.

=

I am in trouble.

A cartoon boy sitting on a chair, which is positioned on a very narrow, high-tension wire or tightrope, representing being in trouble.

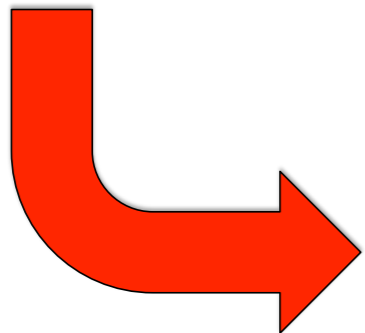
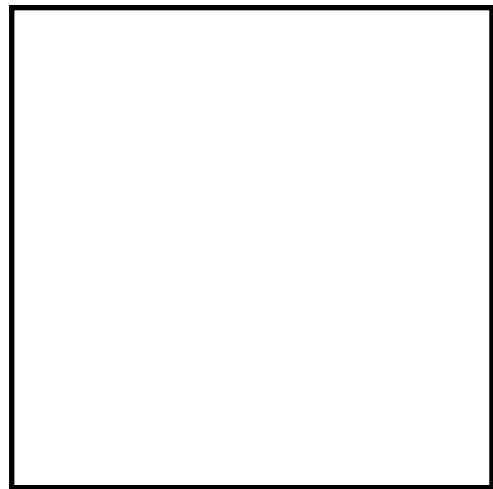
Make a Choice



+



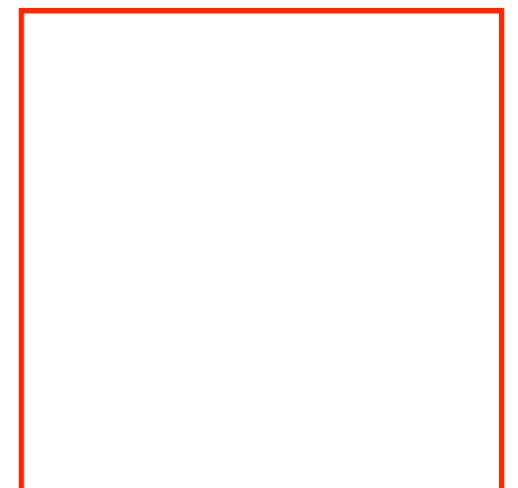
=



+



=



Interactive pieces: situation options

Choose the situation or environment the behavior will likely occur in.

Make a Choice

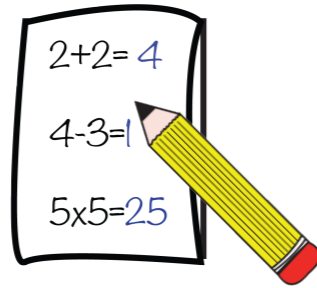
+ =

+ =

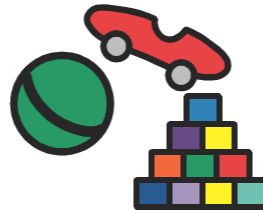
During class,



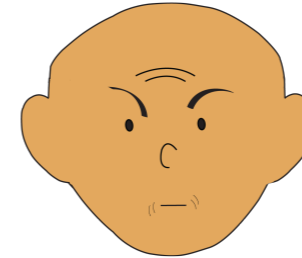
When I get work,



When I have toys,



When I feel angry,



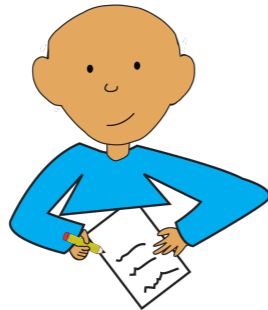
I have work that is hard.



During circle time,



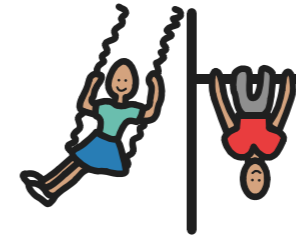
I have work to do.



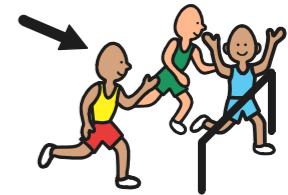
There are many kids in my class.



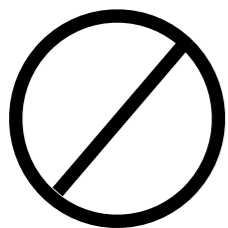
I go out for recess.



Sometimes, I lose a game.



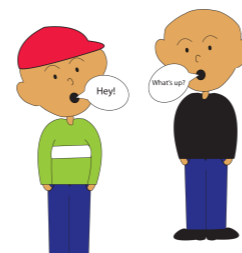
When I do something wrong,



During school,



When I'm talking to my friends,



Interactive pieces: good choice behaviors

Choose the two appropriate behaviors the student should engage in.

Make a Choice

I raise my hand.

Wait for the my turn.

I keep my hands to myself.

I don't touch my friends.

I talk nicely.

I start working right away.

I finish my work.

I do my work.

I share my toys.

I take a deep breath.

I work hard.

I keep working.

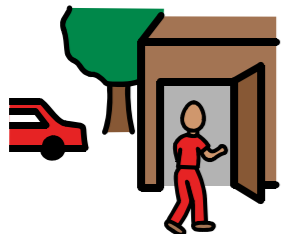
I stay in my chair.

I play together with friends.

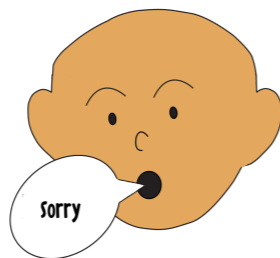
I wait in line.

Interactive pieces: situation options

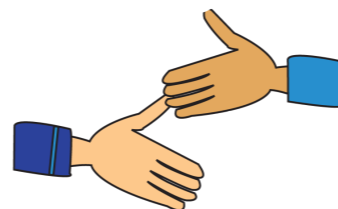
I come back
from recess.



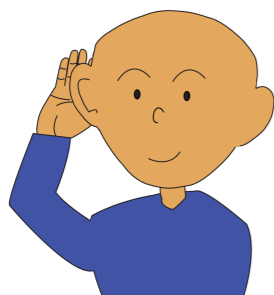
I say sorry.



I shake hands.



I listen to my
teacher.



I sit and wait.



I do my work.



Interactive pieces: bad choice behaviors

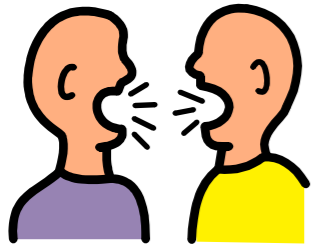
Choose the two inappropriate behaviors the student has a history of engaging in.

Make a Choice

+ =

+ =

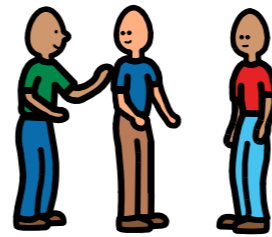
I shout out.



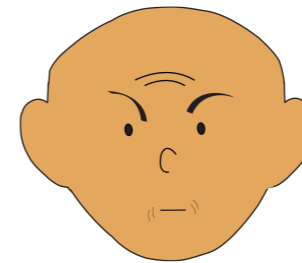
I talk out of turn.



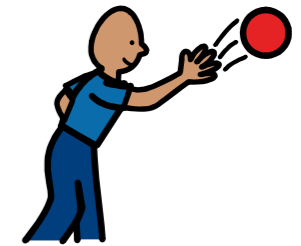
I bother people.



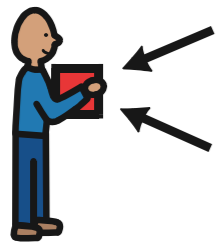
I am mean.



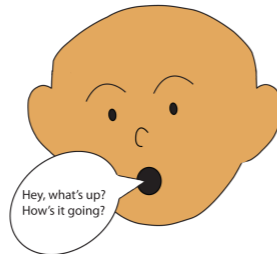
I throw things.



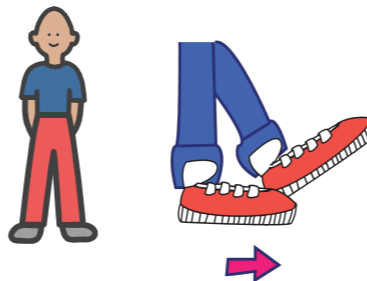
I keep my toys for myself.



I talk to other people.



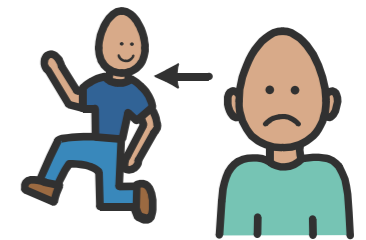
I stand up and walk around.



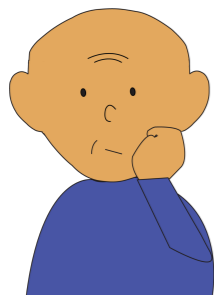
I hit people.



I run away.



I get bored.



I stop doing my work.



I fight.



I swear or yell.

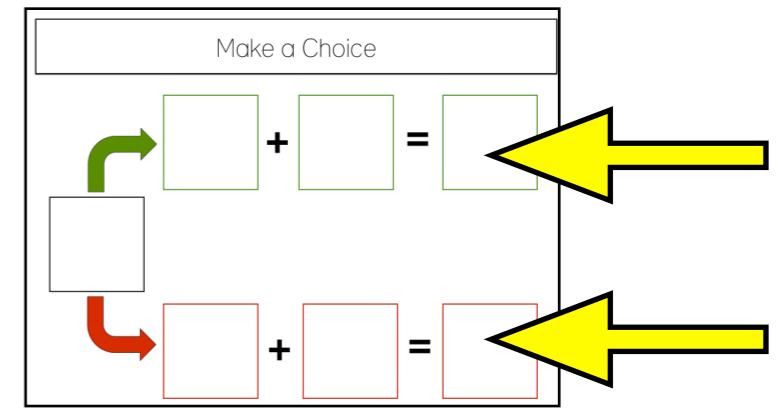


I whine or cry.

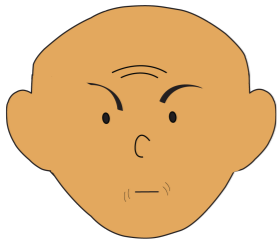


Interactive pieces: bad consequences

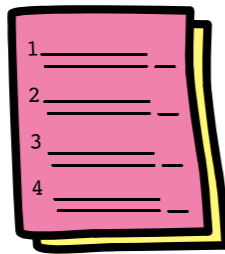
Choose the consequences for both the good choice and bad choice.



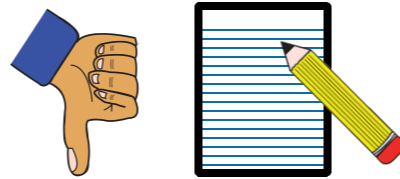
My friends are mad at me.



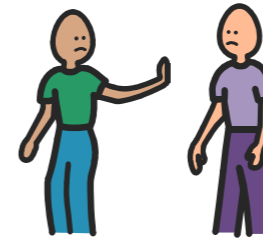
I still need to do my work.



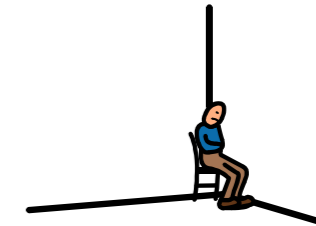
My teacher is angry and I need to do my work.



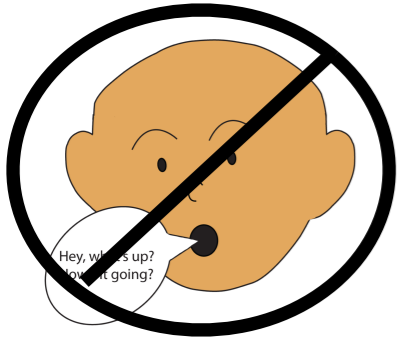
My friends don't want to play with me.



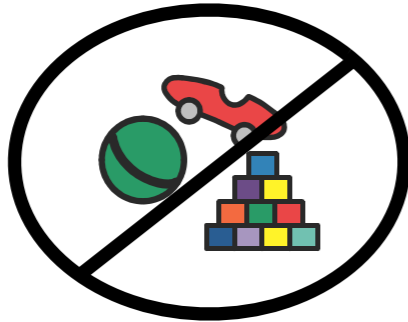
I get time out.



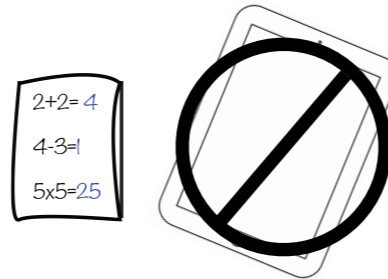
I will not have a turn to share.



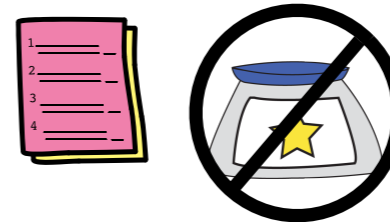
I will not get play time.



I still have to do my work and miss break time.



I still have to do my work and miss a special treat.



I need to finish my work by myself.



Interactive pieces: good consequences

Choose the consequences for both the good choice and bad choice.

Make a Choice

+ =

+ =

I will have a turn to share.

I will get play time.

I can play computer or iPad.

I get a special treat!

I get a special treat.

My friends are happy.

I feel happy and have good behavior.

My teacher is happy with me.

I can play computer.

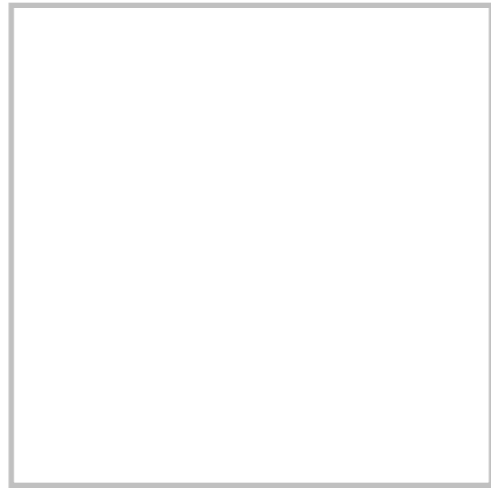
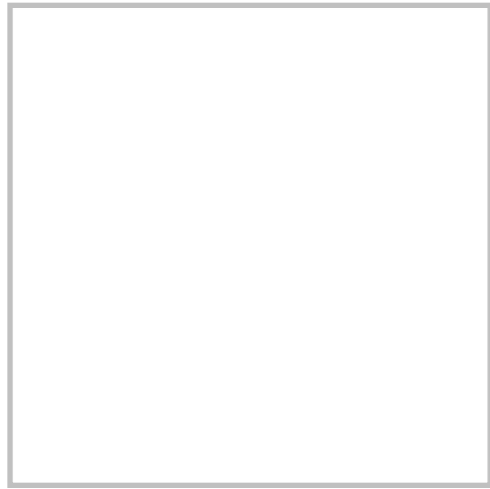
I can play iPad.

I can play iPod.

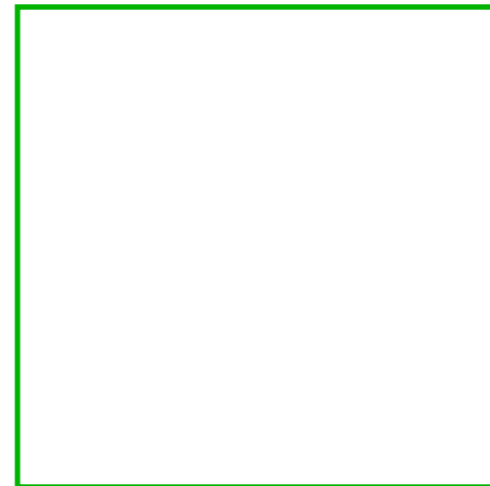
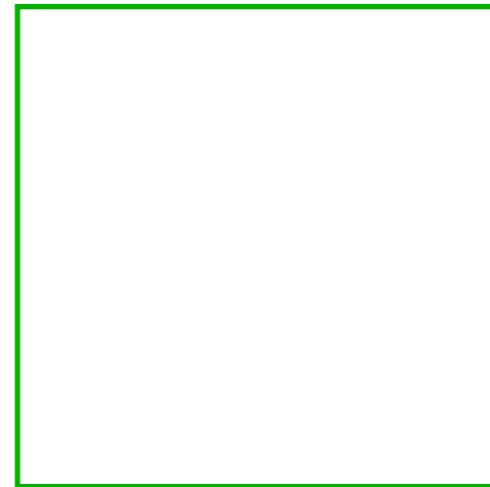
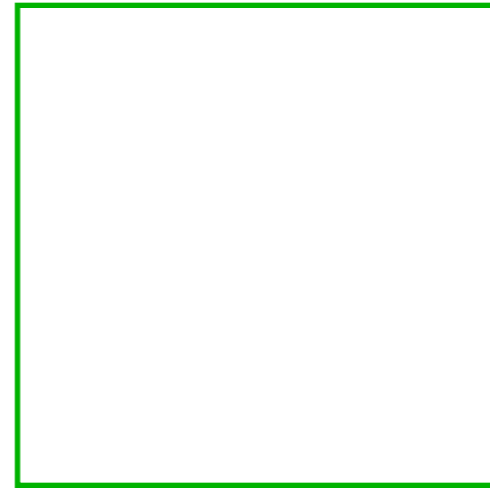
I get special time with a teacher.

I get special time with a teacher.

Situation Pieces



Good Behavior Pieces



Consequence Pieces

Bad Behavior Pieces

graphics by:



Mayer-Johnson
2100 Wharton Street
Suite 400
Pittsburgh, PA 15203

Phone: 1 (800) 588-4548
Fax: 1 (866) 585-6260

Email: mayer-johnson.usa@mayer-johnson.com
Web site: www.mayer-johnson.com

for more tips, resources, and
materials to help you help
children with autism
please visit
theautismhelper.com



resources, tips and materials to help you help children with autism.