Behavior Contingency Maps

Make a Choice: Start Working

Make a Choice

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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.

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,

2+2=4
4-3=1
5x5=25

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 have work to do.

I do my work.

I hand my work in.

I get a special treat!

I walk around.

I talk to other people.

I still have to do my work and miss break time.
Make a Choice: Keeping Working

We have work to do.

I work hard. + I keep working. = I get choice time.

I get bored. + I stop doing my work. = I need to finish my work by myself.
Make a Choice: Stay in Your Seat

During class,

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

When I have toys,

I share my toys. + I play together with friends. = My friends are happy.

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

There are many kids in my class.

I share my toys.
I talk nicely.
My friends are happy.

I fight.
I talk meanly.
Kids do not want to be friends with me.
When I feel angry,

I take a deep breath.

I ask for a break.

I feel happy and have good behavior.

Make a Choice: Feeling Angry

When I feel angry,

I hit others.

I throw things.

I go to timeout.

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I run away from my teachers.

I still need to do my work.

I yell and swear.

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 do my work.

I hand my work in.

I get a special treat!
I go out for recess.

I come back from recess.

I wait in line.

I get in trouble.

I hide.

Make a Choice: Recess Behavior

I go in choice time back in the classroom.

I run away.

I hide.

I get in trouble.
I have work that is hard.

I try my best.

I ask for help.

My teacher is happy with me.

I throw my paper.

I yell.

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

Make a Choice: Hard Work
Sometimes, I lose a game.

I take a deep breath.

I say, “good game.”

My friends are happy with me.

I whine or cry.

I run away.

My friends don’t want to play with me.
Make a Choice: Saying Sorry

When I do something wrong,

I say sorry.

I shake hands.

I get a special treat.

I run away.

I hide.

My friends are mad at me.
During school, I listen to my teacher. I sit and wait. I feel happy and have good behavior.

Make a Choice: Listening to the Teacher

During school, I whine or cry. I do not listen. I am in trouble.
Make a Choice

[Diagram with blank boxes and arrows]
Interactive pieces: situation options

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

1. During class,
2. When I get work,
3. When I have toys,
4. When I feel angry,
5. I have work that is hard.
6. During circle time,
7. I have work to do.
8. There are many kids in my class.
9. I go out for recess.
10. Sometimes, I lose a game.
11. When I do something wrong.
12. During school.
13. When I'm talking to my friends.
Interactive pieces: good choice behaviors

Choose the two appropriate behaviors the student should engage in.

I raise my hand.
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.
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: situation options
Interactive pieces: bad choice behaviors

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

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

- **Interactive pieces: bad consequences**

**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.**

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Interactive pieces: good consequences

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.
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<th>Situation Pieces</th>
<th>Good Behavior Pieces</th>
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for more tips, resources, and materials to help you help children with autism please visit theautismhelper.com