

Sample Behavior Strategy
Hallway Transitions
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Behavior: refusal to walk down hallway, laying or sitting down on the hallway floor.

Student Characteristics: middle elementary age student, moderate/good verbal skills (can make verbal requests and initiate conversations).

Possible Function (based on [FBA](#)): attention and/or avoidance.

Behavior Strategy Overview: Video Modeling and [Positive Reinforcement](#) (a [Token Economy](#)).

Behavior Strategy Details: During class, this particular student used a token economy card in which plastic gold coins were attached to a chart with Velcro. The chart had 5 spaces for coins. Coins were earned for completing parts of schoolwork, projects, and activities. When all coins were earned, the student could take a short break for free play. This token economy system took place in a special education teacher's classroom where the student was "pulled out" of the general classroom a small portion of each day for help with schoolwork. The special education teacher decided to extend use of the token system to hallway transitions.

To begin the plan, the special education teacher told the student that he could earn "bonus" coins on his chart for walking nicely in the hall. A description of what "walking nicely" means in this situation was also explained to the student. Transitions were more difficult going back to the general education classroom than coming to the special education teacher's room, so a video was taken of the student walking appropriately in the hall on the way to the special education classroom. In the video, the special education teacher is heard praising the student's nice walking, and is shown putting coins on the chart. Each time a hallway transition is about to take place, the video is shown to the student and reminded about the bonus coins. The special education teacher made an effort to keep it very positive, making statements like, "Look at you walking so nicely in the video! I bet you can do that again." The student earns 2 coins per hallway transition (one halfway to the classroom, and one upon arrival at the classroom). The coins are "saved" on the chart, so the next time the student comes to the special education teacher's classroom, he starts out with 2 coins already on the chart.

If the student did not walk appropriately in the hall, teacher put the coins away, and told him that he did not earn his coins this time, but we would try again next time.

On the first attempt of the new behavior strategies, the student continued to display “refusal to walk” behaviors, and the coins were put away. The next time the behavior strategies were tried, the student did transition successfully down the hallway, and the hallway behavior has decreased to near zero levels in settings where the token card system is being used.

Another option for this plan is to allow the student to earn all of the coins on the chart during the transition (fill up the chart), and give him a reward immediately upon arrival at the classroom. This option can be used if a student needs more immediate rewards. This option is one of many ways this plan can be modified to meet an individual student needs. Please consult with your school district’s behavior specialist or other professional to create a behavior plan for your specific needs.

Please note that this is not a comprehensive behavior plan, but rather is provided for informational purposes only (and should not be considered medical or professional advice of any kind). The purpose is to share strategies I have used with some of my students that might be incorporated into a behavior plan. These, or any behavior strategies, should be conducted under the expertise of a qualified professional, such as a Board Certified Behavior Analyst (BCBA). Minimal student characteristics are provided for confidentiality purposes.

Was this resource helpful? Check out more resources, including lesson plans, Social Stories™, folder games, flashcards, themed learning units, and more at <http://www.PositivelyAutism.com/>

Additional Resources:

[Strategies at Hand: Quick and Handy Positive Behavior Support Strategies](#)

[Positive Behaviour Strategies to Support Children & Young People with Autism](#)

[Stop That Seemingly Senseless Behavior!: FBA-based Interventions for People with Autism](#)

[No More Meltdowns: Positive Strategies for Managing and Preventing Out-Of-Control Behavior](#)

[Freedom from Meltdowns: Dr. Thompson's Solutions for Children with Autism](#)