Transition Behavior Protocol

Objective:
The purpose of this protocol is to teach an individual to transition from a preferred item/activity to another activity without engaging in challenging behavior. Challenging behavior has been maintained by a history of having the demand to transition removed and by the individual maintaining access to the preferred item/activity. Set up many transition opportunities per day for the individual to learn this skill.

Examples in Daily Routine:
1. Approach the individual (within 3-5 feet) and ask the individual to leave that activity and comply with a demand to do something else, e.g. "time to put away the toys and come to the dinner table."
2. You may have to use a promise reinforcer if you are working with an individual who has a strong history of being reinforced for engaging in challenging behavior. This means that you will place the demand to transition while showing and informing the individual of the reinforcer available for transitioning without challenging behavior.
3. If the individual complies and does not engage in any challenging behavior, reinforce by delivering the reinforcer promised and deliver other reinforcers as needed to maintain the individual in the activity to which you have successfully transitioned.
4. If the individual engages in challenging behavior as soon as you request the transition, you must not remove the demand or allow access to the preferred item or activity the individual is being asked to give up. In addition, remove the promised reinforcer. Instead, keep the demand on the individual and use physical guidance to obtain compliance with the demand.
5. Once the individual has been transitioned to the new activity, and challenging behavior has stopped, begin delivering appropriate reinforcers and rewarding the transition.
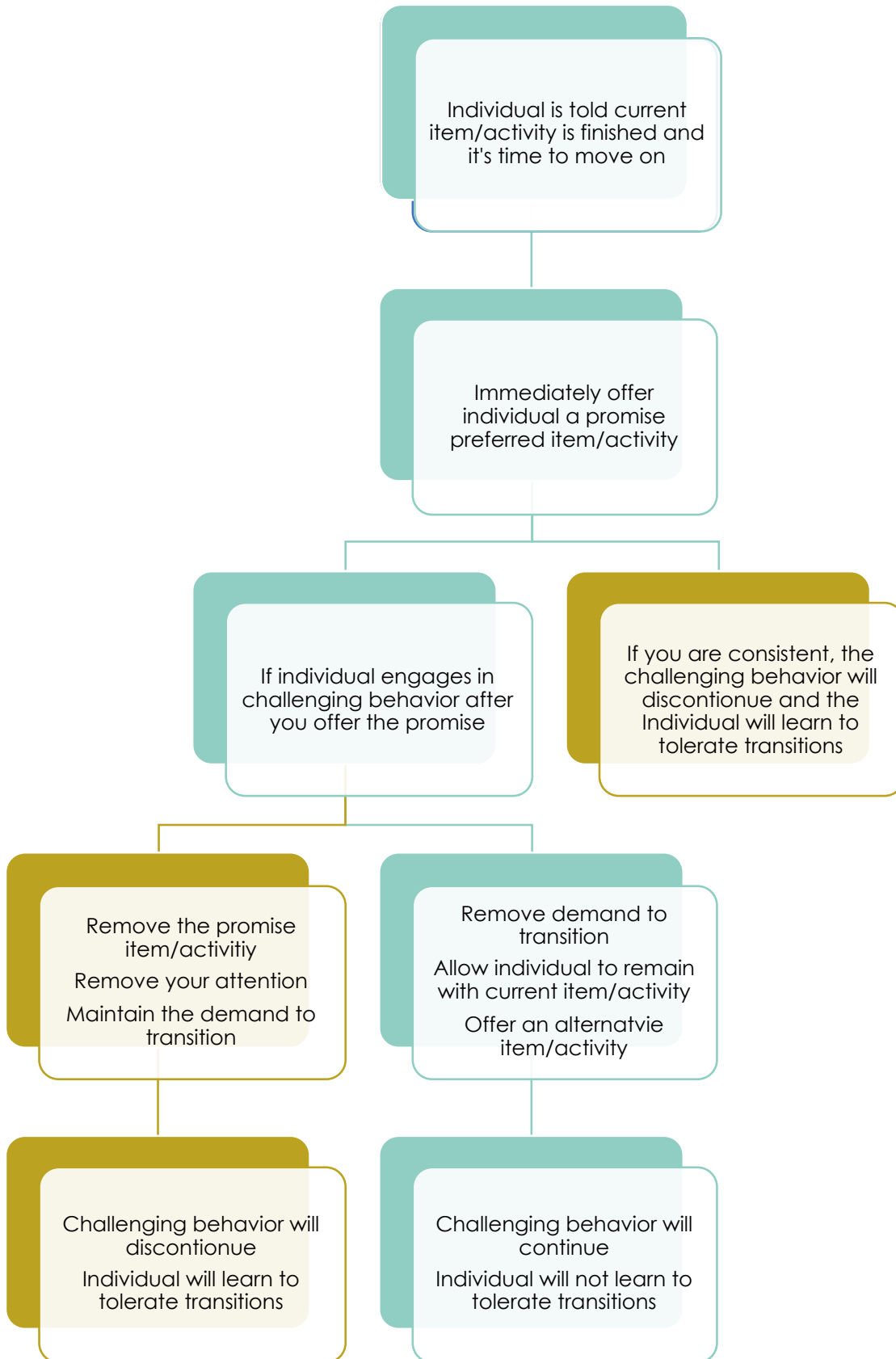
Examples of Practice Sessions:
1. Set up many opportunities a day to teach the individual to be interrupted and transition to a less preferred activities, without challenging behavior.
2. Start the practice session by placing the individual in a preferred activity and allow some time for the reinforcing value of the activity to build.
3. Determine the demand to transition to a less reinforcing activity that you will soon place on the individual.
4. At first make the demands during practice easy and relatively effortless, within sight of the reinforcing activity just removed and for only a brief period. For example, you might ask the individual to put down a toy and sit in a chair just 3 feet from the activity for the count of 10 with the offer of a promise reinforcer.
5. The reinforcer for complying will be the delivery of the promise and the opportunity to immediately return to the preferred activity following the count of ten (10).
6. If the individual engages in challenging behavior as soon as you request the transition, you must not remove the demand or allow access to the preferred item or activity the individual is being asked to give up. In addition, remove the promised reinforcer. Instead, keep the demand on the individual and use physical guidance to obtain compliance with the demand.
7. When the individual has mastered transitioning/complying with a few demands, begin to increase the number of demands, the distance from the reinforcing

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activity and the length of time in the unpreferred activity. How you do this will vary depending on the individual and the data obtained once the program is implemented. The data are what will ultimately guide your decision-making process on increasing parameters of the demand.

8. It will be necessary to fade the counting procedure and any other stimuli you have used to make the transitions initially easier.

9. Run many trials of this program each day and record the individual's responses on the Interruption/transition data sheet.

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Individual is told current item/activity is finished and it's time to move on

Immediately offer individual a promise preferred item/activity

If individual engages in challenging behavior after you offer the promise

If you are consistent, the challenging behavior will discontionue and the Individual will learn to tolerate transitions

Remove the promise item/activitiy

Remove your attention

Maintain the demand to transition

Remove demand to transition

Allow individual to remain with current item/activity

Offer an alternatvie item/activity

Challenging behavior will discontionue

Individual will learn to tolerate transitions

Challenging behavior will continue

Individual will not learn to tolerate transitions

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Interruption/Transition Behavior Protocol (Brief)

Preventative Strategies:
1. Approach individual while holding a 'promise' (a highly preferred item/activity)
2. Provide individual with access to the 'promise' item/activity
3. Present demand to transition from current activity
4. If individual complies with transition and does not engage in challenging behavior, continue to deliver the 'promise' and continue with transition
5. Once you have successfully transitioned, continue to deliver the 'promise' item/activity

Reactive Strategies:
1. If individual engages in challenging behavior when you present demand to transition, do not allow further access to the current item/activity. Physically block or remove access to this item
2. Remove the 'promise' that was offered
3. Do not remove demand to transition, maintain the demand by vocally representing it about every 3 seconds and using physical guidance as necessary to obtain compliance
4. Block access to all preferred items/activities as long as behavior continues
5. Once challenging behavior stops for around 5-10 seconds, begin delivering 'promise' item/activity so as to reinforce appropriate transition behavior