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| **Antecedents**  (signal or cue) | **New Behaviour**  (skill or action) | **Positive Consequence**  (e.g., praise, natural reward) |
| (E.g.) After breakfast I will show Jack his cue card for getting dressed and say “Jack, it’s time to get dressed now”. | (E.g.) Jack is learning to dress himself (to pull his top down and his pants up and put socks on).  **Prompts and Supports (if needed):**  (E.g.) Visual schedule so he can follow the steps of getting dressed  (E.g.) First-Then card  (E.g.) Physical guidance with holding open his top. | (E.g.) Specific praise such as “Well done Jack for putting your pants on by yourself” and a high five when dressed.  (E.g.) Once Jack is dressed, he can watch one TV episode (shown by the First-Then card). |
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