



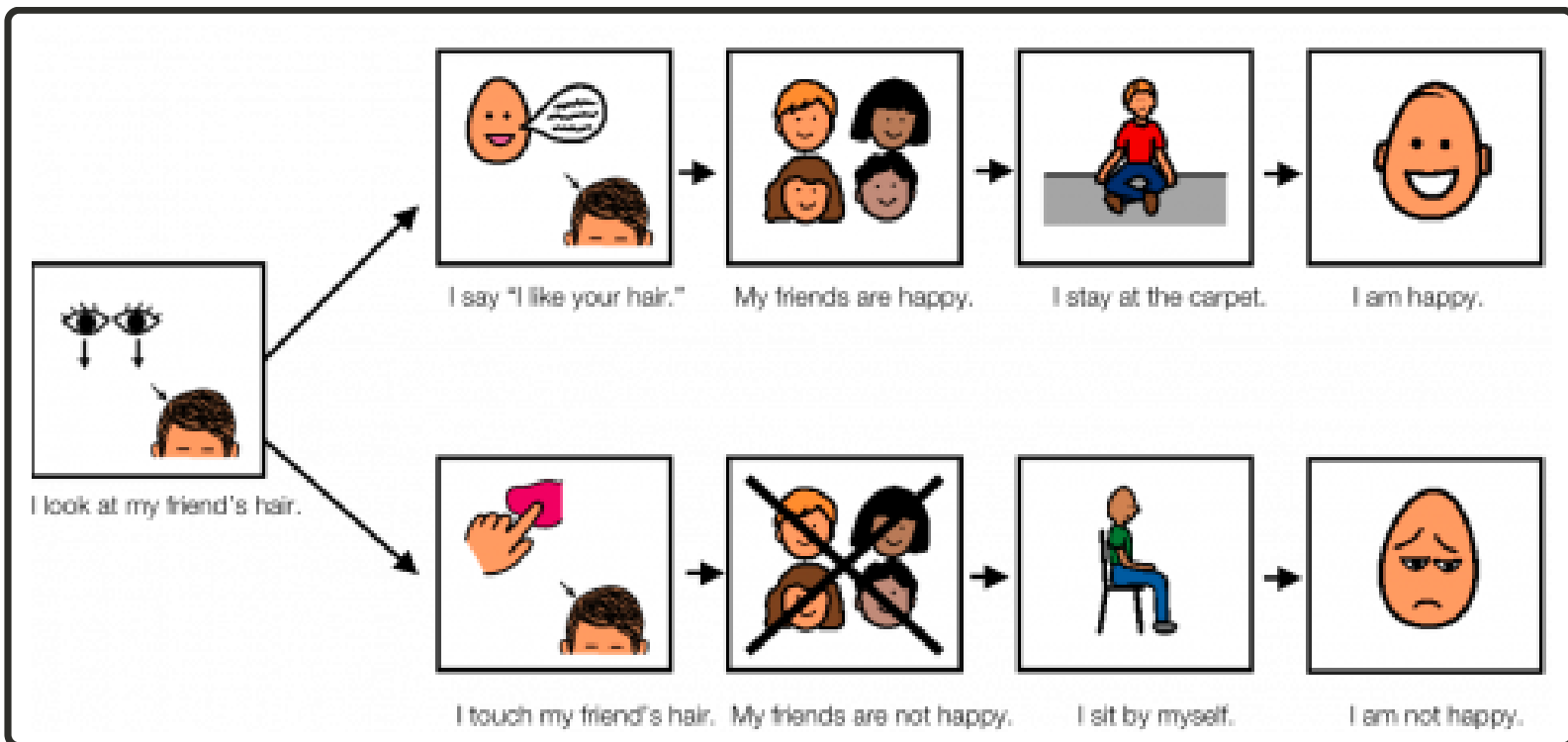
Contingency Maps

DEFINITION

Consequence or Contingency Maps are visual supports that give individuals concrete information concerning the consequences of behavioral choices. This strategy falls into two evidence-based interventions as outlined by the Missouri Autism Guidelines Initiative (MAGI). The Autism Spectrum Disorders: Guide to Evidence-based Interventions lists Antecedent Package and Visual Supports as effective evidence based interventions.

PURPOSE

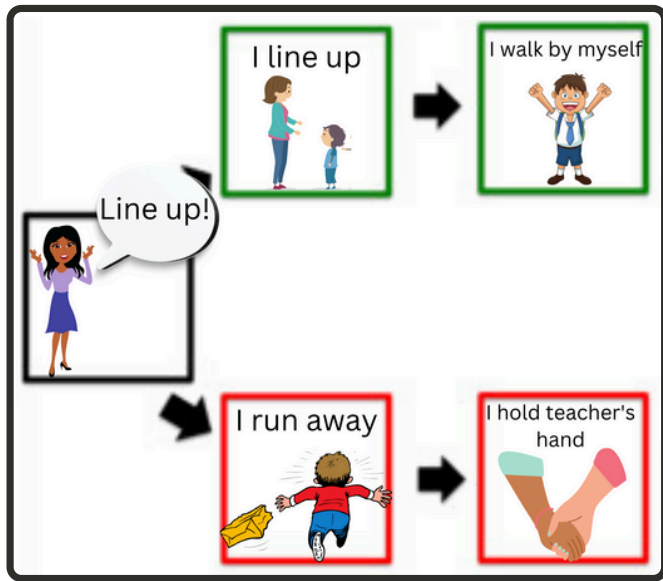
Presentation of the Consequence or Contingency Map prior to challenging behaviors may assist in preventing the behavior from occurring, because the individual knows the result of his or her choices ahead of time. The Maps are presented visually, either through the use of pictures or words, so this strategy also falls under the effective intervention category as listed in the MAGI.



The Maps typically demonstrate two or more behavioral tracks, one showing the consequence of desired behavior, and the other showing the result of challenging behavior. There may be a third track, showing an alternate to the challenging behavior that meets the same function as the less desired behavior.

EXAMPLE: WALKING ALONE

Sam does not like being assisted when moving from class to class. He likes to go to places in his preschool all by himself.

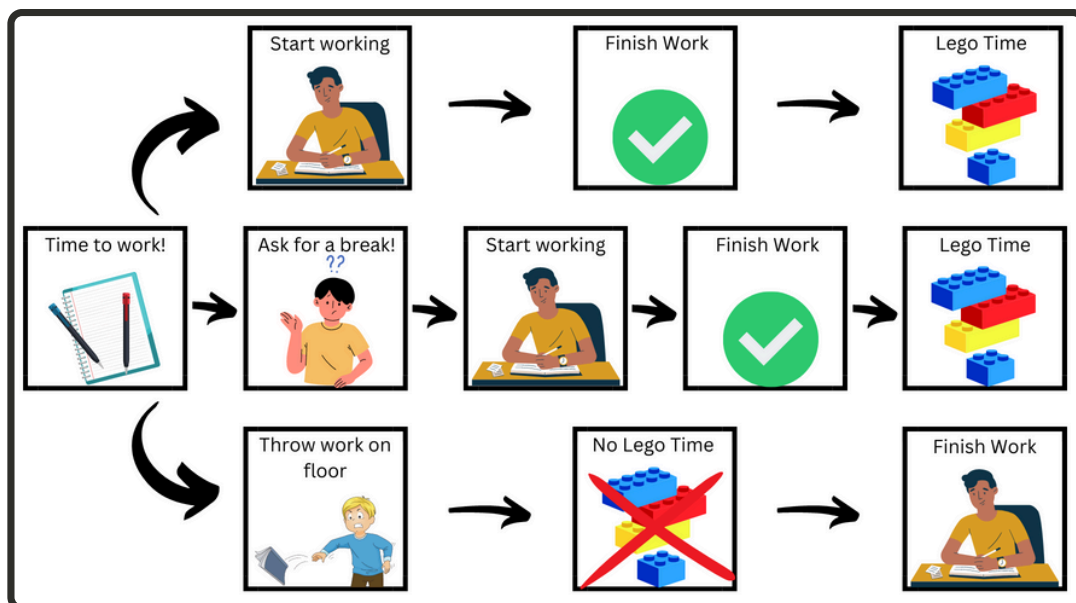


OTHER RESOURCES

- Behavior Mapping: A visual Strategy for Teaching Appropriate Behavior to Individuals with Autism Spectrum and Related Disorders by Amy Buie and published by AAPC (www.aapcpublishing.com).
- Consequence Maps: A Novel Behavior Management Tool for Educators by Catherine E. Tobin and Richard Simpson published in Teaching Exceptional Children, Vol. 44 No. 5.
- Behavior Contingency Maps by Sasha Hallagen, creator of The Autism Helper (www.autismhelper.com) website. Her resource is available for download from Teachers Pay Teachers. Note: This resource includes several premade Maps for challenges common to individuals in schools. There are also blank Maps with pictures that can be velcroed to quickly make Maps specific to an individual.
- [Blank Constancy Map from the PA resource library on our website](#)

EXAMPLE: EARNING LEGOS

Completion of a functional behavior assessment (FBA) indicates the function of Mia's challenging behavior is avoidance of pencil/paper tasks. The teacher knows if he gives Mia a break after the assignment, she has avoided the work briefly and is more likely to eventually complete it.



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