



# MICRO-COMMITMENTS BANK

For Turning ABA Strategies Into  
Daily Habits



Model only. Child not autistic.



# Table of Contents

<b>Lesson</b>	<b>Page</b>
Introduction	<b>1</b>
Setting Effective Goals	<b>2</b>
ABA Strategies That Stick	<b>3</b>
Understanding ABA-ABA Basics	<b>4</b>
Sustainable Parenting	<b>5</b>
Ethical Considerations	<b>6</b>
Introduction to Teaching Skills	<b>7</b>
Importance of Motivation	<b>8</b>
Building a Collaborative Relationship	<b>9</b>
Prompting	<b>10</b>
Reinforcement	<b>11</b>
Motor Imitation	<b>12</b>
Matching	<b>13</b>
Introduction to Expressive Communication	<b>14</b>
Requesting	<b>15</b>
Spontaneous Vocal Behavior	<b>16</b>
Labeling	<b>17</b>
Responding to Others	<b>18</b>
Basic Listener Skills Teaching	<b>19</b>
Complex Listener Skills	<b>20</b>
Task Analysis	<b>21</b>
Toilet Training	<b>22</b>
Play and Leisure Skills	<b>23</b>
Community and Life Skills	<b>24</b>
Sleep Problems	<b>25</b>
Feeding Problems	<b>26</b>
Transition Planning Section	<b>27</b>
Intro to Social Skills	<b>28</b>



# Table of Contents

<b>Lesson</b>	<b>Page</b>
Social Skills Goals	29
Teaching Social Skills	30
Sibling Relationship	31
Intro to Behavior Reduction	32
Context of Behavior	33
Why Does My Child Do That	34
Deciding How to Intervene	35
Responding with Compassion	36
How Do I Know If This Is Working	37
Emotional Regulation	38
FCT	39
Using Technology	40
Troubleshooting	41



# Micro-Commitments Bank

This resource is designed to help you generate practical, family-friendly ideas for building and sustaining parent engagement.

Each table includes examples of micro-commitments—small, achievable actions that help families experience early success and momentum. These examples are starting points, not prescriptions.

Every family’s circumstances, stressors, and strengths are different. The most effective micro-commitments are those that feel doable, meaningful, and aligned with the parent’s values and routines.

When using this resource:

- Start small. Choose one or two commitments that match where the family is right now.
- Collaborate. Whenever possible, invite parents to help shape or reword the commitment so it feels authentic and achievable.
- Adjust as you go. Modify commitments based on what you observe—celebrating small wins, simplifying when stress is high, and expanding as confidence grows.
- Keep it values-driven. Tie every action back to what matters most to the family, reinforcing the “why” behind each step.

The goal isn’t to get families to “comply” with plans—it’s to help them experience success that feels within reach, one small action at a time.

Use this bank to spark ideas, adapt language, and create pathways to real, sustainable engagement.



# Setting Effective Goals

Skill Area	Example Micro-Commitment	Why It Works
Relevance to Child's Needs	Identify one moment in the day that consistently causes stress and define what "better" would look like.	Keeps goals anchored in daily relevance, improving buy-in.
Alignment with Developmental Milestones	Review one developmental chart together and circle a skill that feels like a reasonable next step.	Builds realistic expectations without overwhelm.
Consideration of Child's Interests	Integrate your child's favorite item or activity into one teaching opportunity per day.	Motivation increases engagement and learning.
Conduciveness to Skill Generalization	Practice the same skill once in a new setting (e.g., kitchen vs. bedroom).	Encourages flexibility and real-life use.
Supports Increased Independence	Wait an extra few seconds before providing help during a known skill.	Promotes self-initiation and natural independence.



# Understanding ABA: ABA Basics

Skill Area	Example Micro-Commitment	Why It Works
What ABA Really Is	Describe one everyday example of reinforcement to a family member (e.g., “He cleans faster when I praise him”).	Makes ABA practical and non-clinical.
Ethical vs. Outdated Practices	Identify one moment where you changed your approach because it felt uncomfortable.	Builds reflective awareness of ethical use.
Behavior Basics	Track one behavior for two days using observable words (e.g., “hit table” instead of “angry”).	Shifts focus to measurable behavior.
Context Matters	Describe what happens right before and after one behavior event.	Helps uncover environmental patterns, not blame.
Why Behavior Happens	Identify one “why” for a recurring behavior using ABC observation.	Connects observable data to function, guiding better strategies.



# Sustainable Parenting

Skill Area	Example Micro-Commitment	Why It Works
Acknowledges the Challenge	Say aloud once this week: “This is hard, and I’m doing my best.”	Normalizes struggle and builds self-compassion.
Checks in with Themselves	Schedule a 3-minute “pause” once per day for self-check-in.	Creates space for emotional awareness and regulation.
Identifies Support Needs	Write one thing that feels hardest and one thing that could help.	Translates overwhelm into actionable clarity.
Seeks Out Support	Send one message or text to someone who understands your situation.	Reduces isolation and builds resilience.
Builds Sustainable Routines	Choose one small self-care habit (e.g., 5-minute walk) to repeat daily.	Promotes consistency and models healthy behavior.



# Ethical Considerations

Skill Area	Example Micro-Commitment	Why It Works
Recognizes When Strategies Feel Coercive	Note one moment that felt “off” during practice and discuss why.	Builds ethical reflection and trust with BCBA.
Respects the Child’s Sensory Needs	Identify one sensory trigger and adjust the environment once.	Supports regulation and child comfort.
Considers the Child’s Perspective	Ask: “How might this feel for my child right now?” before trying a strategy.	Promotes empathy and flexible responding.
Balances Compliance and Autonomy	Offer one choice each day before giving an instruction.	Balances direction with autonomy, reducing resistance.
Advocates for Ethical Services	Write down one question you’d like to ask your BCBA next session.	Builds parent confidence and collaborative partnership.



# Introduction to Teaching Skills

Skill Area	Example Micro-Commitment	Why It Works
Identifies Skill Deficits	Observe your child for 10 minutes and list one skill you'd love to see develop.	Makes abstract "skill deficits" concrete.
Understands Types of Skills	Pick one skill category (e.g., play or communication) and give one example behavior.	Helps parents recognize different learning domains.
Connects Skills to Daily Life	Link one target skill to a real routine (e.g., "Ask for help at breakfast").	Makes practice practical and meaningful.
Recognizes Child's Strengths	Write one strength your child showed today and celebrate it aloud.	Strength-based framing increases optimism.
Commits to Active Role	Try one brief, planned skill-building activity for 2 minutes daily.	Encourages consistency without pressure.



# Importance of Motivation

Skill Area	Example Micro-Commitment	Why It Works
Notices What Motivates Their Child	Keep a quick list of 3 things your child enjoys this week.	Builds awareness of natural reinforcers.
Understands When Something Loses Its Power	Rotate one toy or activity out for 2 days, then reintroduce it.	Helps preserve motivation through novelty.
Adjusts Tasks Based on Motivation	Shorten one challenging activity by 30 seconds.	Reduces frustration and builds tolerance gradually.
Changes Access to Reinforcers	Offer a favorite item after a short skill attempt.	Creates clear reinforcement contingencies.
Teaches New Skills When Motivation Is High	Add one new task during your child's naturally happy time.	Uses peak motivation for faster learning.



# Building a Collaborative Relationship

Skill Area	Example Micro-Commitment	Why It Works
Relationship Shift	Spend 5 minutes playing without giving instructions.	Builds trust and reduces control struggles.
Motivator Inventory	Write down 3 favorite items or activities your child loves right now.	Reinforces awareness of what drives engagement.
Controlled Environment	Place preferred items out of reach but visible to promote interaction.	Creates natural teaching opportunities.
Child-Led Engagement	Wait for your child to initiate once before joining play.	Encourages natural turn-taking and autonomy.
Maintenance of Rapport	End each day with a shared activity that's purely fun.	Keeps positive pairing consistent and genuine.



# Prompting

Skill Area	Example Micro-Commitment	Why It Works
Understands the Purpose of Prompting	Try waiting 2 seconds longer before giving help.	Builds awareness of fading and independence.
Identifies Appropriate Types of Prompts	Pick one type of prompt (e.g., gesture) to use consistently for one skill.	Encourages intentionality over reactivity.
Uses Prompting Effectively	Give a clear prompt, then pause and reinforce success immediately.	Strengthens correct associations.
Fades Prompts to Build Independence	Reduce prompt intensity once this week for one task.	Promotes steady skill ownership.
Adjusts Prompting Based on Response	If frustration rises, switch to a lighter prompt.	Keeps learning positive and prevents avoidance.



# Reinforcement

Skill Area	Example Micro-Commitment	Why It Works
Identifies Effective Reinforcers	Ask your child to choose between two fun options after a task.	Encourages motivation and control.
Matches Reinforcement to Task Difficulty	Use bigger rewards for harder tasks.	Builds proportional reinforcement awareness.
Adjusts Timing of Reinforcement	Provide praise or reward immediately after behavior.	Strengthens the behavior-reinforcer link.
Limits Free Access to Reinforcers	Put one favorite toy away until after a learning activity.	Preserves reinforcement power.
Uses Reinforcement Consistently	Reinforce at least one small success every day.	Encourages stability and predictability.



# Motor Imitation

Skill Area	Example Micro-Commitment	Why It Works
Understands the Value of Imitation	Notice one time your child copies you during play and label it (“You did what I did!”).	Builds awareness of imitation’s role in learning.
Identifies Appropriate Targets	Pick one easy, meaningful action to model daily (e.g., clapping, waving, or tapping a toy).	Keeps targets functional and achievable.
Uses Prompting to Support Learning	Physically guide your child through one modeled action once, then fade help on the next try.	Reinforces early success while building independence.
Reinforces Imitation Immediately	Give praise or access to a favorite toy right after your child imitates an action.	Strengthens the imitation–reward link.
Embeds Practice in Daily Routines	Choose one routine (mealtime, dressing, cleanup) to add a short imitation moment.	Makes practice natural and frequent.



# Matching

Skill Area	Example Micro-Commitment	Why It Works
Identifies Matching Targets	Gather two identical household items (e.g., spoons, socks) to practice matching once per day.	Starts simple and meaningful.
Presents Opportunities to Match	Add one matching moment during play (e.g., “Find one like mine”).	Builds routine exposure through play.
Uses Prompts Effectively	Use a gentle gesture or touch prompt once, then fade on the next attempt.	Encourages gradual independence.
Reinforces Matching Behavior	Provide immediate praise or a small reward for correct matches.	Maintains motivation and effort.
Increases Difficulty Gradually	Once your child succeeds, mix in one new non-matching item next session.	Expands skill complexity at a manageable pace.



# Introduction to Expressive Communication

Skill Area	Example Micro-Commitment	Why It Works
Recognizes the Importance of Communication	Notice one time your child's communication prevents a problem and point it out aloud.	Reinforces awareness of communication's value.
Identifies Current Communication Methods	Write down three ways your child currently expresses wants or needs (words, gestures, etc.).	Creates a foundation for goal setting.
Understands Communication is More than Speech	Respond equally to any form of communication—gesture, sign, or device.	Builds confidence and reduces pressure on speech.
Connects Behavior and Communication	When behavior occurs, ask: "What might they be trying to tell me?" once per day.	Encourages empathy and function-based thinking.
Knows the Components of Expressive Communication	Identify one "request" opportunity (mand) and respond immediately when your child tries.	Strengthens expressive attempts.



# Requesting (Manding)

Skill Area	Example Micro-Commitment	Why It Works
Determines Current Communication Method	Observe and record how your child usually requests something.	Establishes a baseline for shaping.
Recognizes What the Child Wants or Avoids	Keep a brief list of 3 motivating items or activities throughout the week.	Clarifies what drives communication.
Selects Appropriate Targets for Teaching	Choose one item your child loves and plan to prompt a request for it once daily.	Connects motivation to practice.
Creates Motivation and Access Opportunities	Put one preferred item out of reach but visible and wait for your child to request it.	Naturally evokes communication attempts.
Responds Quickly and Reinforces the Request	Deliver the item or praise within 1 second after the request.	Strengthens the request-reward relationship.



# Spontaneous Vocal Behavior

Skill Area	Example Micro-Commitment	Why It Works
Recognizes Vocal Sounds	Note one moment daily when your child makes any sound; smile and acknowledge it.	Increases awareness of vocal behavior.
Reinforces All Speech Sounds	Provide brief attention or imitation after each vocalization.	Encourages continued sound production.
Shapes Sounds Into Words	Reinforce closer approximations of real words (e.g., “ba” → “ball”).	Promotes gradual shaping toward speech.
Promotes Vocal Imitation	Model simple sounds (“ma,” “uh”) once or twice in play.	Creates low-pressure opportunities for imitation.
Uses Play to Encourage Vocalization	Embed sound imitation in playful routines (e.g., car noises, animal sounds).	Keeps learning natural and motivating.



# Responding to the Communication of Others (Intraverbal)

Skill Area	Example Micro-Commitment	Why It Works
Identifies Teaching Opportunities	Pick one daily activity (storytime, song) to pause and wait for your child's response.	Embeds practice in natural routines.
Gets Child's Attention	Say your child's name and ensure eye contact or orientation before speaking.	Improves response accuracy.
Sets the Occasion with a Discriminative Stimulus (SD)	Ask one simple "fill-in-the-blank" question (e.g., "Twinkle, twinkle little ___").	Elicits verbal responses naturally.
Delivers a Prompt When Needed	If no response, give a gentle model and then fade next time.	Supports learning without frustration.
Responds Based on the Child's Behavior	Praise or repeat correct responses immediately; model gently if incorrect.	Reinforces success and maintains engagement.



# Basic Listener Skills

Skill Area	Example Micro-Commitment	Why It Works
Creates Opportunities	Give one simple direction during play (e.g., “Touch the ball”).	Embeds receptive practice naturally.
Uses Motivating Targets	Choose fun, high-interest items (snacks, toys) for following directions.	Keeps participation positive.
Provides Effective Prompts	Use gestures to guide your child once, then fade support.	Builds early comprehension confidence.
Follows a Teaching Sequence	Practice one direction three times, then slightly vary it (e.g., new object).	Gradually expands understanding.
Embeds in Play and Routines	Integrate directions into everyday transitions (“Give me your cup”).	Promotes generalization and consistency.



# Complex Listener Skills

Skill Area	Example Micro-Commitment	Why It Works
Provides Clear Instructions	Ask one feature/function/class question daily (“Which one rolls?”).	Expands receptive understanding.
Presents an Array of Items	Offer 3–4 objects and ask a question that requires choice.	Builds discrimination skills.
Varying Positioning	Rearrange item positions before asking again.	Prevents position bias and strengthens comprehension.
Uses Prompting as Needed	Provide a gestural or verbal hint when your child hesitates.	Keeps momentum and minimizes frustration.
Creates Natural Opportunities	Use classification talk during daily activities (“Find the thing we eat with”).	Embeds complex comprehension in context.



# Task Analysis

Skill Area	Example Micro-Commitment	Why It Works
Identifies a Daily Routine Skill	Choose one daily self-care task (e.g., brushing teeth) to observe together.	Anchors learning in meaningful routines.
Breaks the Skill into Steps	Write down the 3–5 main steps your child already does independently.	Clarifies starting point and builds on success.
Chooses a Teaching Method	Decide whether to start at the first or last step and note why.	Promotes intentional planning.
Implements Prompting and Reinforcement	Prompt and praise your child for completing one specific step.	Strengthens confidence and progress.
Fades Support for Independence	Try reducing help on one step this week.	Builds mastery gradually.



# Toilet Training

Skill Area	Example Micro-Commitment	Why It Works
Identifies Readiness	Track dry periods and signs of awareness for 3 days.	Provides data to decide when to start.
Commits to the Process	Set aside one consistent bathroom time each morning.	Establishes predictable practice.
Implements Consistent Schedule	Use a timer to remind you to offer toilet trips every 30 minutes.	Builds routine and reduces accidents.
Uses Effective Reinforcement	Provide a preferred item or praise immediately after toilet success.	Strengthens desired behavior.
Responds Calmly to Accidents	Use a neutral phrase (“Oops, let’s try next time”) and assist without scolding.	Keeps training positive and reduces anxiety.



# Play and Leisure Skills

Skill Area	Example Micro-Commitment	Why It Works
Observe and Identify Interests	Spend 5 minutes watching your child play and note what toys or activities hold their attention the longest.	Builds awareness of natural motivators for engagement.
Join the Play	Sit near your child and begin playing with a similar toy without directing or interrupting them.	Promotes connection without pressure.
Imitate the Child's Actions	Copy one of your child's actions during play and pause to see if they notice.	Encourages shared attention and reciprocal play.
Expand the Play	Add one small variation (e.g., a new toy or sound) to an activity your child already enjoys.	Keeps play flexible and encourages creativity.
Encourage Variety and Creativity	Offer one new play material or sensory experience each week.	Expands exploration while maintaining fun.



# Community and Life Skills

Skill Area	Example Micro-Commitment	Why It Works
Identifies the Target Skill	Choose one meaningful community skill (e.g., ordering food or crossing a street) to observe this week.	Keeps focus practical and relevant.
Breaks Skill into Steps	Write down 3–5 small steps involved in that community activity.	Makes complex routines teachable.
Teaches Skill in Realistic Contexts	Practice one step during a real or simulated outing.	Strengthens generalization to natural settings.
Provides Prompting and Reinforcement	Offer a prompt (e.g., model, gesture) and praise when your child completes a step.	Supports independence and success.
Plans for Independence	Fade help slightly during one part of the routine.	Builds confidence and self-reliance gradually.



# Sleep Problems

Skill Area	Example Micro-Commitment	Why It Works
Establishes a Consistent Bedtime Routine	Create a 10–15 minute bedtime routine with the same 3 calming steps each night.	Builds predictability and signals sleep.
Creates a Sleep-Friendly Environment	Dim lights and remove toys 15 minutes before bedtime.	Reduces stimulation and supports sleep onset.
Uses Visual or Auditory Cues	Use a bedtime song, sound machine, or visual schedule nightly.	Provides a consistent cue for transition to sleep.
Responds to Night Wakings Consistently	Choose one calm, brief response for wake-ups and use it each time.	Prevents reinforcement of night waking.
Tracks Patterns and Progress	Record bedtime, wake-ups, and total sleep time for 3 nights.	Helps identify trends and adjust strategies.



# Feeding Problems

Skill Area	Example Micro-Commitment	Why It Works
Identifies Feeding Concerns	Note one behavior that makes mealtime stressful and when it happens most.	Increases awareness of triggers and patterns.
Considers Health and Safety	Review your child's food list with your BCBA or pediatrician for safety.	Ensures appropriate medical oversight.
Tracks Accepted Foods	Keep a running list of foods your child currently eats without protest.	Creates a baseline for gradual expansion.
Follows a Gradual Introduction Plan	Present one new food next to a familiar one without pressure to eat it.	Encourages exposure without creating aversion.
Reinforces and Monitors Progress	Praise or offer a small reward for trying a new texture or taste.	Builds positive associations with new foods.



# Transition Planning

Skill Area	Example Micro-Commitment	Why It Works
Identifies Upcoming Transitions	List two upcoming transitions (e.g., new school, routine change) to plan for.	Increases predictability and preparedness.
Prepares the Child Gradually	Use one visual or simple story to preview an upcoming change.	Reduces anxiety through familiarity.
Teaches Skills Related to the Transition	Practice one independence skill the transition will require (e.g., packing a bag).	Builds confidence before the change.
Involves the Child in Planning	Ask one question to include your child's input ("What helps you feel ready?").	Promotes self-advocacy and ownership.
Collaborates with Support Team	Send one short update to the teacher or therapist about your transition plan.	Aligns strategies across environments.



# Intro to Social Skills

Skill Area	Example Micro-Commitment	Why It Works
Identifies Relevant Social Skills	Identify one social skill your child uses naturally (e.g., greeting, turn-taking).	Reinforces strengths before addressing challenges.
Challenges False Assumptions	Reflect on one belief about “typical” social skills that may not fit your child.	Encourages individualized goals.
Understands Core Components	Observe how your child uses body language, tone, or attention when socializing.	Builds understanding of social skill building blocks.
Selects Appropriate Targets	Choose one social skill goal meaningful for your child’s daily life.	Ensures learning feels relevant and attainable.
Supports Skill Development	Model or praise one positive social interaction at home.	Promotes consistent reinforcement across settings.



# Social Skills Goals

Skill Area	Example Micro-Commitment	Why It Works
Observes Social Behavior	Watch your child during play and note one strength and one challenge.	Builds observation-based understanding.
Identifies Priority Areas	Choose one area that would make the biggest difference in your child's day.	Focuses effort where it matters most.
Selects Goals with Child (when appropriate)	Ask your child what social skill they'd like to get better at.	Increases motivation through choice.
Plans Appropriate Support	Discuss with your BCBA one realistic way to teach that skill at home.	Promotes collaboration and structure.
Reinforces Naturally	Provide praise or attention during positive peer interactions.	Encourages real-world generalization.



# Teaching Social Skills

Skill Area	Example Micro-Commitment	Why It Works
Select a Social Skill	Pick one social skill to focus on this week (e.g., taking turns).	Keeps effort targeted and measurable.
Break the Skill into Steps	List 3–4 small parts of the skill (e.g., waiting, sharing, responding).	Simplifies teaching and tracking progress.
Design an Activity	Plan one play activity that provides a natural chance to use the skill.	Builds practice into enjoyable routines.
Prepare Materials and Supports	Gather visuals or social stories before practice.	Increases structure and reduces confusion.
Teach and Reinforce the Skill	Prompt and praise your child once during the activity for showing the target skill.	Reinforces success without overwhelming.



# Sibling Relationship

Skill Area	Example Micro-Commitment	Why It Works
Identifies Sibling Strengths	Name one positive quality about each sibling and share it aloud.	Strengthens family connection and mutual respect.
Models Positive Interactions	Use calm, respectful language during sibling conflict.	Provides live modeling for social learning.
Sets Clear Expectations	Review one rule for sibling play together (e.g., "We take turns").	Increases consistency and fairness.
Facilitates Shared Activities	Plan one short joint activity both siblings enjoy.	Promotes cooperation and shared success.
Supports Conflict Resolution	Coach siblings through solving a disagreement calmly once this week.	Builds communication and self-regulation.



# Intro to Behavior Reduction

Skill Area	Example Micro-Commitment	Why It Works
Identify Patterns	Note one time and place where challenging behavior is most likely to occur.	Builds awareness of behavior triggers.
Recognize Behavior as Communication	Ask yourself, "What is my child trying to tell me?" when behavior occurs.	Shifts mindset toward function-based understanding.
Consider Developmental Norms	Compare one behavior to typical expectations for your child's age.	Promotes realistic and compassionate analysis.
Observe Triggers and Consequences	Write down what happens before and after one challenging behavior.	Lays the foundation for functional assessment.
Collaborate on a Support Plan	Discuss one proactive strategy with your BCBA to prevent the behavior.	Promotes teamwork and consistency in intervention.



# Context of Behavior

Skill Area	Example Micro-Commitment	Why It Works
Identify the Target Behavior	Write one clear, objective description of a behavior (e.g., “throws toy” instead of “acts out”).	Ensures consistency across observers and helps define measurable progress.
Observe the Antecedent	Notice one trigger that often comes before the behavior and jot it down.	Builds awareness of environmental cues influencing behavior.
Record the Consequence	Write what usually happens right after the behavior (e.g., gets attention, item removed).	Reveals what might be reinforcing or maintaining the behavior.
Consider the Setting Events	Note one factor (e.g., missed nap, schedule change) that might make behavior more likely.	Helps identify broader influences beyond immediate triggers.
Collect and Review Data	Track one instance of the behavior using a simple ABC chart this week.	Promotes data-based decision-making and awareness of patterns.



# Why Does My Child Do That?

Skill Area	Example Micro-Commitment	Why It Works
Identify the Behavior	Write down one behavior you'd like to understand better in clear, specific terms.	Provides a concrete starting point for analysis.
Observe and Record What Happens	Use an ABC form to record what happens before and after the behavior once this week.	Builds an evidence-based picture of the behavior's function.
Consider What the Behavior Communicates	Write a short note about what your child might be "saying" with the behavior.	Encourages empathy and function-based interpretation.
Understand Behavior Patterns	Review your notes to see if there's a common time or trigger.	Supports proactive planning instead of reactive responses.
Reflect on Their Own Behavior	Notice one way your response might affect the behavior and try a different approach once.	Builds self-awareness and models flexibility for the child.



# Deciding How to Intervene

Skill Area	Example Micro-Commitment	Why It Works
Identify the Challenging Behavior	Choose one specific behavior to reduce and note what your child gains or avoids.	Clarifies the goal and sets up a function-based plan.
Determine the Function	Discuss the behavior's likely function with your BCBA and write it down.	Ensures strategies match the true purpose of the behavior.
Choose a Replacement Behavior	Identify one simpler, positive behavior that meets the same need.	Promotes teaching skills instead of suppressing behavior.
Plan Prevention Strategies	Add one proactive strategy to the child's routine (e.g., visual schedule or break cue).	Reduces trigger frequency and improves predictability.
Reinforce the Right Behavior	Provide immediate praise or reward when your child uses the new behavior.	Strengthens desired responses through positive reinforcement.



# Responding with Compassion

Skill Area	Example Micro-Commitment	Why It Works
Recognizes Signs of Escalation	Identify one early sign that your child is becoming upset and note it for future reference.	Encourages early intervention before meltdowns occur.
Stays Calm and Supportive	Practice using a calm tone and neutral posture during a minor problem moment.	Models regulation and keeps situations from escalating.
Offers Help Instead of Demands	Replace one command with a supportive offer (“Can I help you?”).	Shifts interactions from control to collaboration.
Focuses on Connection	Spend two minutes after a challenging moment reconnecting through play or conversation.	Repairs trust and reinforces emotional safety.
Reflects After the Moment	Write down one thing that helped de-escalate and one thing to try next time.	Encourages continuous learning and self-reflection.



# How Do I Know if This Is Working?

Skill Area	Example Micro-Commitment	Why It Works
Identify the Behavior	Choose one behavior to track and define how you'll recognize it.	Ensures measurement is clear and consistent.
Choose a Data Collection Method	Decide whether to count frequency, duration, or intensity and record for three days.	Matches measurement to the goal for better insight.
Begin Consistent Data Collection	Track the behavior once per day using a simple sheet or tally.	Creates objective feedback for decision-making.
Look for Patterns or Changes	Review data weekly for any trend (up, down, or stable).	Encourages data-based reflection without judgment.
Consult with Your BCBA for Next Steps	Share your observations with your BCBA to adjust or continue the plan.	Keeps interventions responsive and collaborative.



# Emotional Regulation

Skill Area	Example Micro-Commitment	Why It Works
Recognizes Signs of Emotional Overload	Notice and write down one early sign your child is starting to feel overwhelmed.	Supports proactive responses instead of reactive ones.
Creates a Supportive Environment	Reduce noise or change lighting during stressful moments to create calm.	Simple environmental changes help regulate arousal.
Teaches Calming Strategies	Practice one calming technique (e.g., deep breathing) together once per day.	Builds coping skills through modeling and routine.
Reinforces Self-Regulation Attempts	Praise or reward your child for trying a calming strategy.	Reinforces effort and promotes persistence.
Practices Skills During Calm Times	Schedule one practice session for a regulation strategy when your child is calm.	Strengthens skills so they're available under stress.



# Functional Communication Training (FCT)

Skill Area	Example Micro-Commitment	Why It Works
Identify the Behavior	Write down one behavior your child uses to get a need met (e.g., crying for help).	Clarifies the target for replacement.
Determine the Function	Discuss with your BCBA what your child is trying to gain or avoid.	Ensures replacement communication serves the same function.
Choose a Replacement Communication	Pick one simple way for your child to communicate (e.g., sign, picture, word).	Makes communication accessible and effective.
Teach the New Skill	Prompt and reinforce your child for using the new communication once daily.	Builds fluency through consistent practice.
Reinforce and Practice	Provide immediate reinforcement each time your child uses the new skill.	Ensures the replacement behavior is more effective than the old one.



# Using Technology

Skill Area	Example Micro-Commitment	Why It Works
Identify Key Areas for Support	Choose one area of your child's program that could benefit from technology.	Targets tools that add value to learning or communication.
Select Tools That Align with Goals	Try one simple tool (e.g., visual timer or AAC app) that matches a current goal.	Connects technology use to real ABA targets.
Collaborate with Your BCBA	Share the tool you're using with your BCBA for feedback on effectiveness.	Ensures alignment and avoids unintended dependency.
Establish Clear Routines and Limits	Set one rule or limit for tech use that your child helps create.	Promotes self-management and shared ownership.
Monitor and Adjust Usage	Review how tech use affects behavior and learning at the end of each week.	Encourages intentional use and data-informed changes.



# Troubleshooting ABA Strategies

Skill Area	Example Micro-Commitment	Why It Works
Check Your Expectations	Revisit your goal and define what “progress” looks like in small steps.	Prevents discouragement from unrealistic expectations.
Define What Isn’t Working	Identify one part of a strategy that seems difficult (e.g., timing or prompt).	Clarifies the source of the challenge for adjustment.
Consider Your Approach	Reflect on how you’re delivering the strategy and note one thing to adjust.	Promotes self-reflection and flexibility.
Make Small Adjustments	Change one variable at a time (e.g., increase praise, simplify task).	Helps identify what specifically improves outcomes.
Know When to Ask for Help	If progress stalls, email your BCBA with a brief summary and question.	Reinforces collaboration and early problem-solving.