

More Effort (Harder for student)	auditory input	thin schedule of reinforcement	non-preferred material	vocal prompting	unpredictable expectations	presence of distractions	requiring him to exactly cooperate with expectations*	the first response of each task**	reinforcer available, but not the <i>best</i> option
Less Effort (Easier for student)	visual input	thick schedule of reinforcement	preferred material	non-vocal prompting	visual schedules of expectations	absence of distractions	criteria allowing him to embellish expectations	"subsequent responses" within a task (momentum)	Highly motivating reinforcer available

For each activity, there should be ONE difficult dimension while the other dimensions remain less effortful.

* (this is my first priority for him, because reinforcing embellished cooperation is also continued reinforcement of Liam being in control, which is at the root of our challenges with him)

** (i.e., it's harder to get started with a new task than it is to continue with an on-going task. Or, put another way, transitions are difficult.)