Figure 3. Redirecting Restricted Interests and Repetitive Behaviors by Facilitating Engagement in Appropriate Activities

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Parent Goal:
Fitting in; functioning in society

Parent redirects to appropriate behavior
E.g., Throwing ball into basketball hoop; putting marbles into marble track

Child demonstrates undesirable behavior
E.g., Spinning balls

"So it's kind of like his passion for spinning and having things spin, but in something that doesn't stand out as odd." —OA

Teach appropriate use independently

Invite peer over for play or encourage play with sibling

Facilitate turn taking; encourage conversation

Note. Initials of individuals quoted identify parent participants.
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Figure 4. How Parents’ Goals Translate Into Action

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Parent Goal:
Independence

Parent action
Involving child in household tasks; engaging child in chores
E.g., Getting his own juice; microwaving lunch; loading dishwasher; vacuuming; brushing dog

Parent teaching strategies
Consistency
Breaking things down into steps
Prompting
Using chore chart
Using motivators

Continued teaching
High expectations
Consistency
Repetition
Persistence
Working on over time and for years

Accomplishments
Child demonstrates skill independently and practices regularly

"[W]hen you do those things like breaking down the steps and teaching each little step, the independence is there. They can be independent and completely doing things on their own" —TG

Note. Initials of individuals quoted identify parent participants.
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