Does somebody need some Positive Behavior Support techniques?

There is a proverb which says, "If you’ve told a child 1000 times to do something and they don’t do it...it isn’t the child that is a slow learner."

Antecedent Interventions
Reducing The Likelihood of Challenging Behaviors

By, Elizabeth ("Lealy") Davidson, M.T., BCBA

Objectives
• Participants will be able to define antecedent interventions
• Participants will be able to provide two examples of two antecedent interventions and describe them
• Participants will be able to explain the application of a specific antecedent intervention for reducing the likelihood of challenging behavior.

Antecedent Interventions
Behavior change involves the manipulation of antecedents.

Welcome to Nordstrom’s

Welcome to Nordstrom’s

Welcome to Al’s Family Diner
Challenging Behaviors

- Destructive Behaviors
  - Aggression, SIB, Property Destruction
- Disruptive Behaviors
  - Long tantrums, Loud, Repetitive Noises, Running
- Irritating & Interfering Behaviors
  - “self-stim,” repetitive and perseverative speech or actions, etc.
- Social Withdrawal
  - Lack of responsivity and initiations

Importance of Challenging Behaviors

- Most significant impediment to education
- Present physical and emotional risk for individual and for families, teachers, IEs, other staff, peers, friends.
- Seriously detract from:
  - All aspects of social, emotional, intellectual development
  - Opportunities and qualities of life of individual
- Need to prevent/resolve challenging behaviors as early and as thoroughly as possible

When behavior happens this is the first thing many want to do...

What would you do with this kid?

Wish you had one of these......

We don't need a wand when we have science...

ABA

Principles we Know:

Behavior is learned and serves a specific purpose.
Behavior is related to the context within which it occurs.
Time to Make it Personal

What we know about behavior:
- Central to understanding all behavior is understanding the three-term contingency
- It’s analysis and manipulation are what changing behavior is all about.

Three-Term Contingency
ABC Contingency
(“The bookends govern the behavior”)

<table>
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<tr>
<th>Antecedents</th>
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ABC Contingency on Behavior
- Behaviors are maintained by consequence events (function)
  - Positive or negative reinforcement
- Behaviors are occasioned by antecedent events
  - Relate antecedent to emission of behavior & likelihood of consequence event
- Changing behaviors requires consideration of antecedent variables and maintaining consequences

Behavioral Framework
4 Term Contingency Model

4 Term Contingency

ABC Contingency on Behavior

4 Term Contingency
Once you have identified B, it starts with A

A = Setting Events + Antecedent Variables

EO & MO + Sd

Antecedent Intervention

- Key Concept:
  - Something is either present in the environment, or not present in the environment which increases the likelihood the problem behavior will occur.

- Missing:
  - Something is missing or not being done that is needed.
  - Rules, expectations, alternatives, consequences are not yet clear or implemented.
  - Task structuring and positive reassurance have not yet been provided.
  - Appropriate additional adult support has not yet been provided.
  - Plan for replacement for replacement (appropriate behavior).

- Present and needs to be removed:
  - Something in the environment/curriculum that needs removing.
  - Noise level, seating arrangement, size of desk, interactions going on around the student, etc.
  - Reinforcement of inappropriate (target) behavior.

Setting Events

- Setting Events
  - Unique situations in which factors unique to individual
  - Make problem behavior more intense or more likely to occur
  - Make the behavior less reinforcing
  - E.g., illness, fatigue, hunger, social conflict

- By changing value of reinforcers
  - Praise less effective, peer attention is more reinforcing, work completion is less important
  - "Slow Triggers"
Setting events are events that may set the child up for difficulties. They do not set the behavior off, but they make it much more likely that the challenging behavior will occur.

How Setting Events Works

- Setting events are events that may set the child up for difficulties.
- They do not set the behavior off, but they make it much more likely that the challenging behavior will occur.

SEs alter value of consequence

How we attempt to alter it back

1. Eliminate or minimize occurrence of a setting event.
   - Good nutrition, regular meals, good night’s sleep.
2. Neutralize effect of SEs.
   - Neutralizing routines: 
     - Regular hours, rituals or routines, predictable person help support
3. Modify or change triggering cues or events where setting event is present.
4. Add prompts or desired and alternative behaviors when setting events are present.

What is the SE? What is the Reinforcer?
How does the SE affect the Reinforcer?
What is the resulting behavior change?

Examples of Setting Events

- Biological
  - thirst, hunger, sleep, medication effects, pain
- Environmental
  - quality of environments, temperature, density, noise level, structure, activity level
- School Interpersonal
  - social interactions, change in routine, family-related factors, activity transitions
- Physiological
  - Middle ear infection, high arousal, illness and pain

More Examples: Setting Events

- High noise levels, over or under-stimulation, flawed seating arrangement, etc.
- Few opportunities to make choices
- Surprise
- Change in routine
- Transitions: going from one activity to another
- A job that is too difficult, too easy, etc.
- Illness/allergies
- Medication side effects,
- Being tired
- Being hungry
- Being hungry
- Having a hard time going to sleep or staying asleep

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Examples of SettingEvents
Antecedents

- Antecedents are stimuli, events, or conditions that are present before a behavior occurs.
- Discriminative stimuli (SdS)
  - People
  - Time of day
  - Physical environment
  - Absence of stimuli
- can affect the likelihood of the behavior occurring.

What is the antecedent? What Behavior Did the Antecedent Occasion?

- Antecedents (Triggers): Examples
  - Unexpected changes in routine
  - Request to do a job he/she doesn’t want to do
  - Absence of stimuli

What is the antecedent to each of the italicized behaviors.

1. Joseph was playing with his blocks in his room. Dad told Joseph it was time to clean up the blocks for dinner. He threw his blocks across the room, screamed loudly, and threw himself on the floor. Dad walked out of the room.

2. It was almost time for Science. Ms. White asked Sarah to put away her markers. Sarah bit her own arm and cried. Ms. White didn’t want Sarah to hurt herself, so she let Sarah take the markers with her.

How an Antecedent (Trigger or Sd) Works

- Setting event (e.g. fatigue + changed schedule + substitute teacher)
- (Antecedent Variable) Trigger (e.g. request to practice writing name)
- Challenging behavior (e.g. screams “no”)

Antecedent*

Pay close attention to:
- The events/other’s actions in the room
- The adult(s)
- The peer(s)
- The demand or request/Activity
- Routines
- Materials

*Nothing is not an option!!!

Potential Antecedent and Setting Events

- Medical & Physiological Factors
- Physical Setting
- Environmental Factors
- Scheduling
- Activities/Nature of Instruction
- Degree of participation
- Degree of independence
- Degree of choice
- Social settings
- Amount/Quality of Social interaction
- Skills deficits

Addendum slides included at the end that address above areas in more detail.
“Knowing the antecedent events associated with the nonoccurrence of problem behavior is also important.”

Behavior Mantra:

“It is easier to prevent a behavior from occurring than to deal with it after it has happened.”

The best emergency management method is “NOT” to have an emergency in the first place.

Antecedent Interventions

Antecedent interventions reduce the probability that problem behavior will occur

- Antecedent interventions decrease or eliminate problem behavior by
  - Eliminating the antecedent event
  - Modifying the antecedent event
  - Changing how antecedent events are presented

Antecedent interventions are strategies for changing the form of antecedent in some way we attempt to keep behavior from being triggered.
Antecedent Based Intervention:
• Involves PREVENTING problem behaviors from developing or occurring by:
  – Arranging the environment so that challenging behaviors are unnecessary
  – Defined behaviors are encouraged (arrange antecedent events to get the student in contact with reinforcement for desirable behavior)
  – Teaching skills needed to navigate and control the social environment

Setting Event Interventions
Find an “opposite” for the following:
• No breakfast
• Lack of sleep
• Thirsty
• Hot Day
• Bad bus ride
• Fight with parent/sibling/boyfriend before school

Find an “opposite” for the antecedent:
• Difficult Work/
• Long Tasks/
• Loud Environment/
• Close proximity to peers/
• No choice of task visible/
• Nonfunctional tasks/

Intervention Components that Focus on Impacting Setting Events
• Relationship building
• Peer Support
• Remediation
• Home School Partnerships
• Pharmacological Integrity
• Promoting Health and Wellness
• Disability Awareness and Best Practice Approaches
• Challenging Irrational Beliefs
• Reversing harmful historical variables
• Lifestyle Enhancers

Intervention Components that Focus on Antecedents of Behavior
• Alter schedule of activities (e.g., very low and high probability academics).
• Adapt specific aspects of curriculum or instruction, or both.
• Consider how instructions are delivered.
• Consider peer proximity.
• Consider content of inhibitive directions and reprimands.
• Vary size and/or composition of instructional groupings.
• Add special supports to instruction (e.g., scaffolding).
• Consider establishing operations (e.g., increasing consequence value).

Intervention Components that Focus on Antecedents of Behavior
• Remove triggers for negative behavior and aversives that inhibit positive behavior.
• Introduce precorrective strategies before problems take hold.
• Teach students expectations.
• Teach students procedures.

Types of Antecedent Based Interventions
Antecedent Interventions
• Antecedent Interventions with empirical support include
  – Noncontingent Reinforcement
  – High-Probability Request Sequence
  – Functional Communication Training

Antecedent Intervention
Noncontingent Reinforcement (NCR)
Reinforcers are delivered on a fixed time (FT) or variable-time (VT) schedule independent of the learners behavior
• Makes the reinforcer maintaining the behavior freely and frequently available (motivating operations)

The idea is that if reinforcement is readily available then the student will not have to engage in problem behavior to access it.
**NCR Example**

Self-injury: **Function** — Attention/Interaction

Engages in self-injurious behavior every 15-12 minutes.

Function is to have a conversation.

---

**Antecedent Intervention**

**High Probability Request Sequence**

Teacher presents a series of easy-to-follow requests for which the participant has a history of compliance. When the learner complies with several high-p requests, the teacher immediately gives the target request.

May also be referred to as “behavioral momentum.”

(Engels, Jones, & Heward, 2007)

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**Functional Communication Training**

- Establishes appropriate communication in place of problem behaviors
- Develops alternate behaviors that are sensitive to motivating operations
- Communication type and response dependent on behavior

---

**Other Antecedent Interventions**

- **Structure the Physical Space**
  - Seating arrangements
  - Examples?

- **Use Proximity Control**
  - Anticipate problems
  - ”The wandering reinforcer”
  - Examples?

- **Motivation and Encouragement**
  - Tell them what you want, what will happen, and give them immediate positive feedback when you get it
  - Examples?

---

**Increasing Compliance: Rules of Thumb**

- Use a statement, rather than a question
- Use proximity -- get close to child (within 3 feet) when giving a directive
- Use a quiet, calm voice
- Use eye contact — look ‘em in the eyes
- Don’t give the child time to comply (5-10 secs)
- Make sure feedback is given
- Describe the behavior you want
- Remain calm
- Verbally reinforce compliance
- Make more “start” (‘do’) requests than “stop” requests

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**Adjust your language**

- Have clear expectations — not rules
  - Don’t say don’t, stop, quit, or no
Adapting the Curriculum
- Increase/decrease difficulty level, length, or pace
- Use engaging, age-appropriate materials
- Embed preferred topics or activities
- Intersperse easy and difficult tasks
- Analyze and sequence tasks
- Use environmental or visual cues
- Increase reinforcement for correct responses
- Teach skill within typical daily routines
- Utilize typical peers as models
- Incorporate natural cues and reinforcer

Adapted Books
- Visually impaired—add puff paint, textures, cotton balls, fake fur etc. to the books to help tell the story.
- Ask an older student to adapt the book using their bonus time when they are finished with their work.
- Limited mobility—make the pages easier to turn by putting small pieces of foam between the pages.
  - Popsicle sticks glued to the top of each page works well too.

Offer Choice
Choices in
- Reinforcers
- Materials
- Order of instructional tasks
- Partners/Peers
- Locations

Enhancing Predictability
- Enhance organization of physical environment
- Clarify expectations for performance
- Develop or modify routines and transitions
- Specify criteria and outcomes for activities
- Insure consistency in social environment
- Prepare individual for upcoming changes
- Minimize waiting periods or provide other activities

You can sit in the red chair or the blue chair

Telling isn’t teaching
- Being told is not the same as being taught

Same Paper—just numbered

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Other antecedent strategies include:
- Modifying the task to include student interests or to produce functional outcomes
- Changing task difficulty
- Breaking one large task into several smaller tasks
- Creating bridging activities
- Priming
- Written Rules
- Outlines
- Graphic Organizers
- Rehearsals
- Social Stories
- Video Modeling
- Lightening plugs
- Advance warnings
- Meal schedule and quantity
- Remove unnecessary demands/requests

Other antecedent strategies include:
- Encourage/facilitate development of rapport and relationships
- Eliminate provocative statements and actions
  - Finger point when criticized
  - Body language
  - You must... Now...
  - Showing signs of Fear, or of Dominance
- Re-deploy/relocate people who negatively affect child’s behavior
- Change location and time of activities
- Set up cue words/signals with the child
- Teach the child to have a plan/strategies to use

Sensory Based Antecedent Interventions
(Some examples are also antecedent interventions that would support a child’s stronger processing mode)

Auditory Cues-
- Download some 60 beats per minute music on your I-pod and make a mix folder for your classroom.
  – Gary Lamb
  – Steve Halpern
  – http://www.potionfactory.com/tangerine/ (this program will tell you how many bpm your own music is)
  – You can use it 10 times for free
  – Record your own voice or a xylophone playing a scale (ask the music teacher): giving a 5 minute warning and place it in the right place in your folder for the session you are doing in class that day.

Heart Rate
- Normal resting heart rate is 60 beats per minute...
- Research shows increase in heart beat up to 45-90 seconds before the aggressive act
- Gary Lamb’s music is 60 beats per minute- link in back of book

Antecedent Exercise:
Some research studies have demonstrated the efficacy of antecedent exercise for reducing severe challenging behaviors such as stereotypical behaviors, self-injurious behaviors and aggression (Bachman & Stuyler, 1988; Bachman & Fuqua, 1983; Baumeister & MacLean, 1984; McGimsey & Favell, 1988).
Got a pencil?????
- PenAgain
- www.penagain.com
- Also available at Wal-mart, Walgreens & Office Depot.

Cushion the chair

Two Desks
Permission to move with parameters

Standing work Station

Provide an appropriate foot rest

Sending on an Errand

Glider ottoman
Corn bag- quiet fidget and a great weighted object- kids love

More Sensory
Tool Box
- Fiddles: Research shows that keeping the hands busy improves retention by 39%.

Tactile Cues
Vibrating Watches:
- Vibration can be set for whatever interval you choose.
- Automatically resets – reminds students to come back to Earth and pay attention.
  Many different brands – Watchminder and Vibralite are just two of them.

Rule Visuals

Visual Supports: Choice boards

Time Organization

Antecedent Interventions: Sensory (Visual) Strategies
- Social Stories
- Classroom Rules
- First/Then Visual
- Behavior Routines (e.g., Calm Down script)
- Visuals for concrete counts or time duration expectations
Packing a backpack

Visual Guidance

• Provide visuals for children that highlights boundaries
  • Uses feet for line-up (each child stands on a set of foot prints), carpet squares for circle time, optional chairs for circle time, mats for art project work areas

Visual Cues - Visual Schedule

• Use photos or line drawings
• Depict the major activities or steps in an activity
• Child removes the visual (with assistance if needed) once the activity is complete

First/Then Mini Schedule

Antecedent Intervention Planning
Increase Opportunities for Choice: _______________________________________
___________________________________________________________________
Increasing the Probability of ___________________________________________________________________
Task Length: _______________________________________________________
Behavioral Mom 3) How ___________________________________________________________________
Make the Task More Meaningful: ________________________________________
___________________________________________________________________
Change Task Difficulty: ______________________________________________
___________________________________________________________________
1) What strategies could be used Antecedent (Trigger)
look like for this particular antecedent?
Identify each antecedent event from the PBS Planning Tool(s). Write down one
antecedent event?
Antecedent Intervention: __________________________________________________
Remove or modify these antecedent events that are possible and write down a
notes describing what the strategy would be changed?
Remove or modify these antecedent events that are possible and write down a
strategy to eliminate this antecedent event?
Identify each antecedent event from the PBS Planning Tool(s).
Terry earns tickets for not interrupting.

**Behavioral Intervention Plan Model for Terry**

- Antecedent: Terry interrupts the teacher.
- Token Economy: Terry earns tickets for not interrupting.
- Task: “Reading time” which gives peer attention.
- Positive Feedback: Terry gets attention from peers.

**Non-Compliant Nemo**

• For those kids who refuse to do what you ask them to do.

**Thank you!**

The End… for now… 😊

“*If a child doesn’t know how to read, we teach.*
*If a child doesn’t know how to swim, we teach.*
*If a child doesn’t know how to multiply, we teach.*
*If a child doesn’t know how to drive, we teach.*
*If a child doesn’t know how to behave, we….punish.*

…...teach?**

*Why can’t we finish the last sentence as automatically as we do the others?*

---

**Let’s meet Terry**

Terry is a 17-year-old who interrupts the teacher 63 times in a 30-minute period. Terry frequently receives responses from other students in the class.

**ABC’s of Changing Behavior**

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**Addendum Slides**

Additional information for your review later
**Potential Antecedent and Setting Events**

**Medical & Physiological Factors**
- Is the person hungry or thirsty?
- Does the person need to use the restroom?
- Is the person too hot or too cold?
- Is the person overly tired?
- Is the person's clothing uncomfortable?
- Does the person resist or refuse specific foods?
- Does the person appear to be feeling ill?
- Does the person have allergies?
- Does the person have any chronic health conditions?
- Does the person have any sort of physical limitations?
- Does the person have any sort of physical limitations?
- Have these been changes in the type or dosages of those medications?

**PHYSICAL SETTINGS:**
- Describe the aspects of the physical/structural environment in which the student spends his/her time
- In what ways are episodes of behavior related to the physical environment?

**Environmental Factors**
- Have there been recent changes in the arrangement of the physical environment?
- How many people are in the environment at one time?
- Is the environment arranged in a way that optimizes the likelihood of a behavior’s occurrence?
- What are the levels and types of auditory, visual, or tactile stimulation in the environment?
- Does the student have certain preferences regarding their surroundings?
- Is the temperature in the environment adequate?
- Are the noise and light levels adequate?
- Are materials readily accessible and available?
- Are personal belongings stored in a consistent manner and location?

**PHYSICAL SETTINGS:**
- Describe the aspects of the physical/structural environment in which the student spends his/her time
- In what ways are episodes of behavior related to the physical environment?

**SCHEDULING:**
- When during the day is problem behavior occurring?
- Does unpredictability, monotony, or excessive time in one location/block schedule correlate with problem behavior?

**ACTIVITIES/NATURE OF INSTRUCTION:**
- What does the instructional context look like?
- What requirements are placed on the student and how do skills deficits relate to behavior problems?
- What variety of activities are present in the environment?

**DEGREE OF PARTICIPATION:**
- Is environment enriched? Does it promote student engagement?
- Does level of student participation & motivation prevent problem behavior?
- What factors are associated with minimum & maximum participation?

**Curricular and Instructional Factors**
- What is the degree of activity/task difficulty?
- Is the length of the activity/task appropriate given the person’s attention span?
- What is the rate of presentation of tasks/activities?
- Are directions delivered in a manner that is clearly understood by the individual?
- What is the level of assistance or supervision required to complete the task/activity?
- Does the person appear to find meaning or value in completing the task/activity?
- What is the degree of variation in the materials utilized in the task/activity?
- How many people are involved in doing the task/activity?
- Does the individual experience regular success in performing a task/activity?

**COMMUNICATION:**
- How do communication deficits relate to problem behavior?
- How could communication skills be used more effectively to replace problem behavior?
- How does the failure of other students or teaching staff to respond to appropriate communication relate to problem behavior?

**DEGREE OF INDEPENDENCE:**
- Is the level of independence allowed or support provided developmentally appropriate?
- Are student’s needs different from grade level peers?
- How does the need for greater independence or more support relate to problem behavior?
DEGREE OF CHOICE:
- How much is student’s choice incorporated into ed supports?
- Is student’s participation in IEP occurring appropriate to developmental level?
- How are choices made in scheduling student’s activities/tasks, materials used, preferred recreational activities or rewards, breaks from work, etc.?

AMOUNT/QUALITY OF SOCIAL INTERACTIONS:
- Is student interaction style active and reciprocated by others?
- Are most student interactions inappropriate, ignored, or punished by peers or adults?

Personal and Control Factors
- What is the range of choice-making opportunities available to the individual?
- What level of predictability does the individual have regarding the sequence and outcome of activities, their physical environment and social interaction?
- How dependent is the individual on routines and consistency in the environment?
- Are there past events or a history of interactions that may be affecting the individual’s behavior?
- Are other people respectful of the values and needs of the individual?
- How does the individual express his or her perceptions and feelings?
- How are personal preferences or choices communicated by the individual?

Social and Interactional Factors
- Are social expectations clear and reasonable?
- What is the nature of the individual’s relationship with his or her peers?
- Is the degree of choice in the individual accepted or influenced by other people?
- Are there social factors extraneous to the immediate circumstances that may be affecting the individual’s behavior?
- Does the individual require higher levels of attention or supervision from his or her peers?
- How does the individual respond to the physical proximity or contact of others?
- How do opportunities and reasons to communicate with another person?
- Does the individual have the communication and social skills necessary to interact effectively with other people?

Antecedents- Skills Deficit(s)
- Academic Skills:
  - Task requirements as presented are not at the student’s instructional level in the core areas of reading, math, or writing.

- Participation Skills:
  - The student has difficulty participating in non-directed, semi-directed, and teacher-directed activities. The student has difficulty in small or large group instruction.

- Social Skills:
  - The student has difficulty acquiring and/or maintaining peer friendships.

- Communication Skills:
  - The student has difficulty in requesting what they need, including items, activities, attention, information, changes in the environment, or help. He/she may have difficulties in conventional skills and answering questions, understanding non-verbal or verbal language, or following directions.

Antecedents- Skills Deficit(s)
- Motor Skills:
  - The student has difficulty with gross motor skills (e.g., running, jumping, throwing, catching, climbing, etc.) and/or fine motor skills (e.g., pointing, counting with fingers, holding a pencil/fork, pressing a computer key, using a mouse, etc). S/he has difficulty w/ imitating others actions.

- Functional Skills:
  - The student has difficulty with performing activities of daily living (e.g., eating, walking, dressing, grooming, etc.).

SOCIAL SETTINGS
- Social aspects of the physical contexts described above
  - What types of social interactions occur and how do those interactions lead to problem behavior?
  - How does the social context promote functional alternative skills?
  - Do interactions with certain people or certain styles of interaction lead to problem behavior?