Understanding Challenging Behaviour

a POPARD super-workshop

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Workshop Attendee Code of Conduct

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Attendees are expected to:

- Arrive at the workshop sessions on time and remain until the session ends
- Demonstrate active and attentive listening during instruction
- Actively contribute to group activities and discussions
- Use appropriate and respectful language
- Display appropriate nonverbal/body language
- Socialize only during breaks

ANY REPRODUCTION OF THE WORKSHOP PRESENTATION

IS STRICTLY PROHIBITED

<u>Schedule</u>

8:30am – 9:00am	Check-in
9:00am – 10:15am	In session
10:15am – 10:30am	Morning break
10:30am – 12:00pm	In session
12:00pm – 1:00pm	Lunch
1:00pm – 2:15pm	In session
2:15pm – 2:30pm	Afternoon break
2:30pm – 3:30pm	In session

Reminders:
- Please turn off your cell phones or put them to vibrate
- In respect for the presenter and fellow participants, please do not whisper during the presentation
- Recording of any kind is not permitted
- Photographs of the slides are not permitted

Core Concept Notes

Understanding Behaviour

- Behaviour serves a function, behaviour is communication, all behaviour is learned.

- Behaviour is anything a person _____

    o Examples:

- Challenging behaviour is anything the student does that is hurtful, disruptive, or distressing to himself/herself, or others around him or her; or any behaviour that interferes with learning, or any behaviour that is disruptive to other people's learning.

    o Examples:

Prioritizing Problems

Questions to ask:

- Is the behaviour dangerous for the student? For others?

- How often does the challenging behaviour occur?

- How long has the challenging behaviour been ongoing?

- How will this impact future skill development and independence?

- Will reduction of the challenging behaviour lead to less negative attention?

- How will changing the behaviour positively impact significant others in the student's life?

- How likely are we to be successful?

- What will it cost?

Defining the Behaviour

- We define behaviours in ways that are _____ and _____

- Behavioural definitions must be:

  o Objective

  o Clear

  o Complete

- Common dimensions of behaviour:

  o Frequency:

  o Duration:

The Role of the Environment

- Behaviour is maintained by _____

ABCs of Behaviour
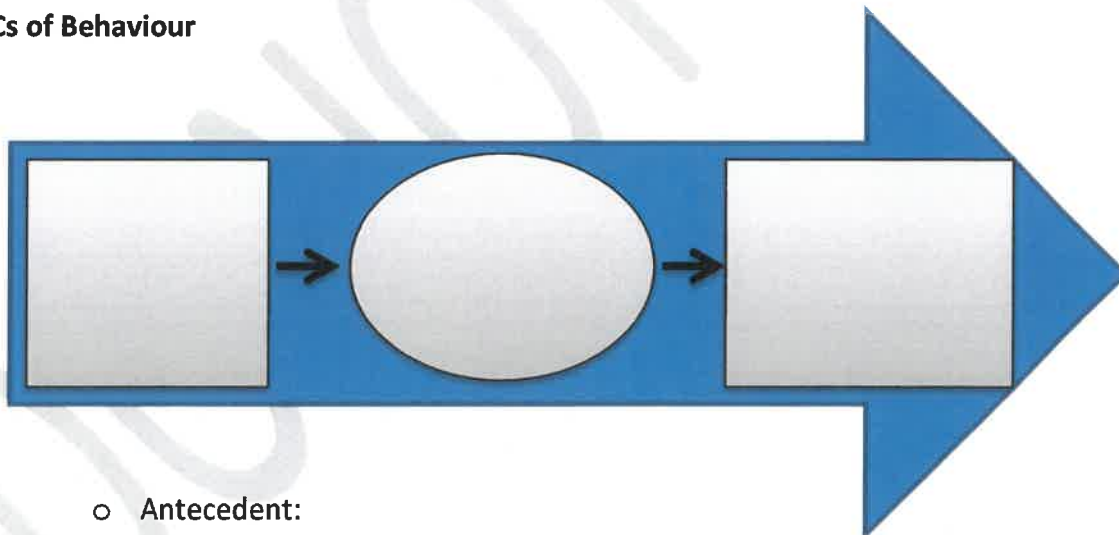
o Antecedent:

o Behaviour:

o Consequence:

- Reinforcement is a consequence that _____ the likelihood of the behaviour occurring again in the future.
- Punishment is a consequence that _____ the likelihood of the behaviour occurring again in the future.
- Setting events effect whether a behaviour will be performed but do not necessarily happen immediately before the behaviour
    - Examples:

Setting Event	Antecedent
Do not immediately precede challenging behaviour	Occur immediately before challenging behaviour
Include events that may occur _____ in the day	Occur immediately before the behaviour
May exist for _____	Are typically _____ events (start, then end)
A setting event may or may not be evident	There is always an antecedent for challenging behaviour

Complete ABCs of behavior:
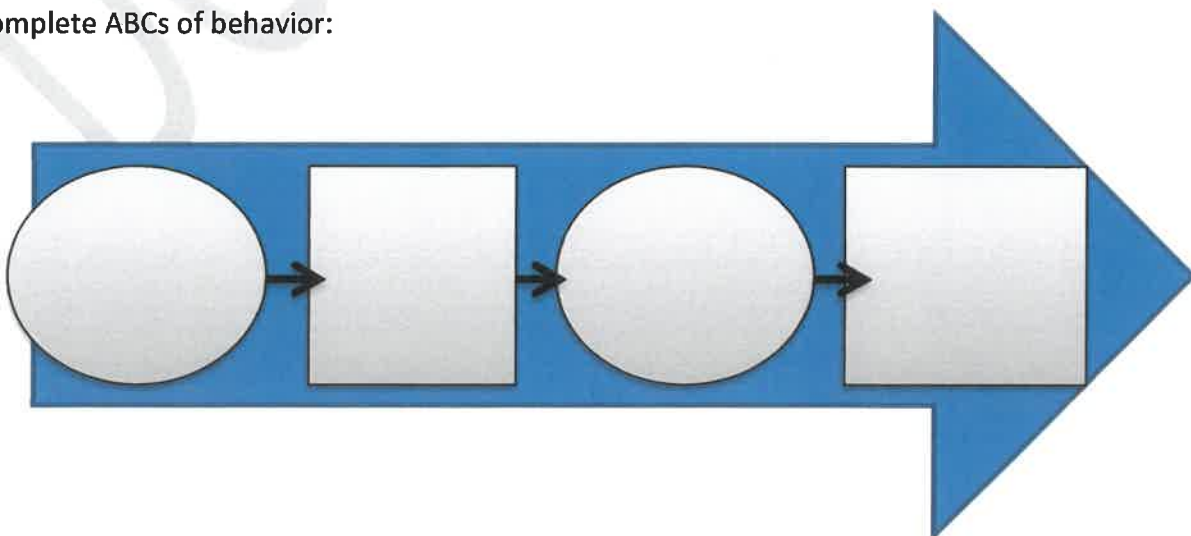
Behaviour is Communication

Functions of behavior
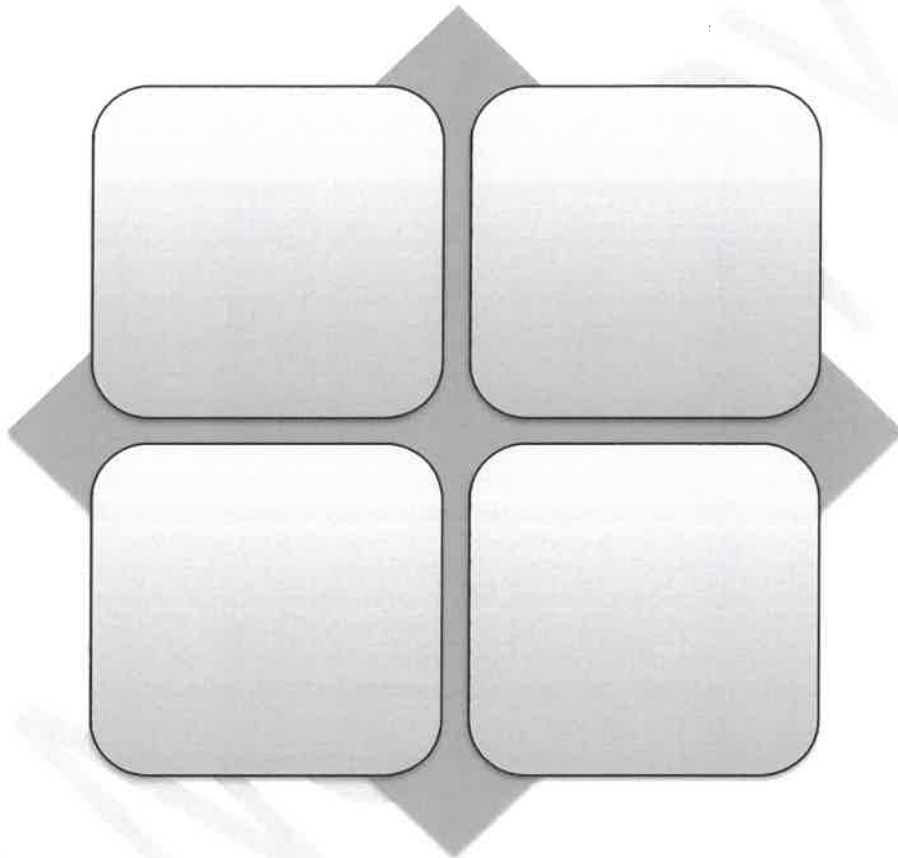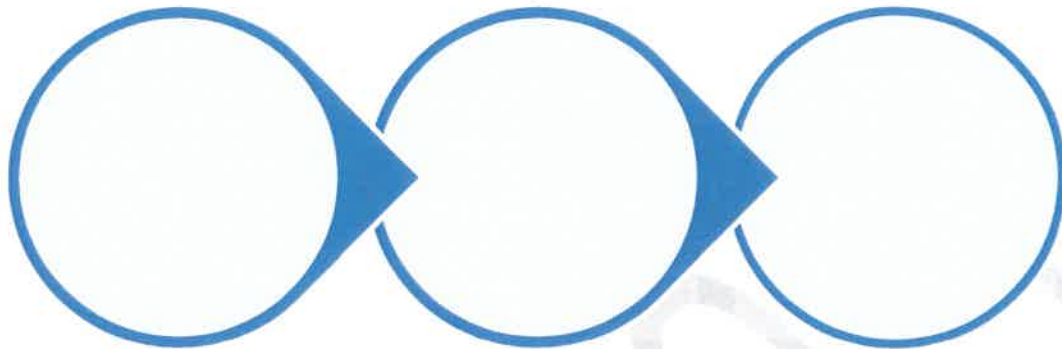
Assessment

Methods for determining function

- The process of determining the function of challenging behavior is called

  _____

- Direct Methods

  - Antecdotal record keeping:

  - ABC Data Collection:

Date	Antecedent	Behaviour	Consequence

How to use ABC data to determine function

- Common antecedents describe the situations
- Common consequences describe what may be maintaining the behaviour
- Combination of antecedents and consequences give us the function

Intervention - Antecedent Strategies

- Antecedent interventions are preventative strategies and occur before the behaviour ever occurs.

- Benefits:
    - Prevent
    - Quick acting
    - Enhance instructional environment

- Class-wide & individual applications for antecedent interventions:
    - Clear rules and expectations
        - Students must have knowledge, skills, motivation
        - Proscriptive rules tell you what NOT to do
        - Prescriptive rules tell you what to do
    - Predictability

    - Material Matched to Instructional Level

    - Opportunities to respond

    - Activity sequence

    - Pace of instruction

    - Choice and preferred activities

    - Focus on setting events

- Why it is dangerous to over-rely on antecedent interventions
    - Creates unrealistic environment

    - Does not build coping skills

- Combine antecedent interventions with other strategies
    - Teach coping skills

    - Slow exposure to difficult stimuli/environments

    - Teach replacement behaviours

- Advantages and disadvantages of using antecedent interventions

Advantages	Disadvantages	What to do
Decrease the likelihood that challenging behaviour will occur	Does not prevent reinforcement of challenging behaviours	Combine with _____
Straightforward and easy to implement in the classroom	Not sufficient to improve challenging behaviours that are the result of skill deficits	Combine with _____

Intervention - Teaching Strategies

- Teaching alternative methods of communication may help to reduce challenging behavior. This is called _____.
- Guidelines for choosing replacement behaviours:
    - More effective than the challenging behavior
        - Easy to perform
        - Meets same function as the challenging behavior
        - Reinforced consistently, at least at first

Examples of replacement behaviours for:

- o Attention

- o Escape

- o Tangible

- o Automatic Reinforcement

Intervention - Reinforcement Strategies

Differential Reinforcement

- Reinforcing some behaviours and not others.

Premack Principle

- Application: first/then
  - o "Then" must be a preferred activity the student would choose to do often
  - o "Then" activity must be somewhat restricted

Token economies

- Systems in which tokens are earned for specified behaviour
- Steps to set up a token economy
  1. Identify _____
  2. Create _____
  3. Identify backup _____
  4. Determine reinforcement _____
  5. Determine _____ criterion
  6. Determine time/place for exchange
- Guidelines for token economies
  - o Clearly define target behaviours

- o Deliver tokens immediately
- o Ensure student success
- o Use effective reinforcers that are not available "for free" at other times or in other environments
- o Keep it simple!

- Common pitfalls of token economies:
  - o Unclear/non-specific behaviours identified
  - o Tokens not delivered immediately
  - o Backup reinforcers take too long to earn
  - o Competing potent reinforcers which are easier to earn

Behaviour Contracts

- Specify contingencies for reinforcement in the form of a document or contract
  - o Contain 3 parts: task, reward, task record

Intervention - Strategies for Decreasing Challenging Behaviour

Punishment

- Punishment is a consequence that results in a future decrease in behaviour
  - o Time out
  - o Detention
  - o Response cost
  - o Removal of privileges
  - o Reprimands
- Practical and ethical considerations for use of punishment:
  - o Only teaches what not to do
  - o Use least restrictive alternatives first
  - o Combine with reinforcement procedures to increase desirable behaviours

- Side effects of punishment:
  - o Emotional or aggressive reactions
  - o Escape or avoidance
  - o Undesirable modelling
  - o Over-reliance on punishment procedures

Extinction

- Extinction is the process by which a previously reinforced response is no longer reinforced, resulting in a _____ in the frequency of that behaviour.
  - o Examples:

- Guidelines for effective use of extinction:
  - o Know the function
  - o Be consistent
  - o Combine with other procedures
  - o Use instructions
  - o Plan for side-effects
  - o Include family and significant others

Intervention – Putting it all together

- A very thorough intervention will involve components from each area, and possibly behaviour reduction procedures

Competing Behaviour Model

- Also called Competing Behaviour Pathway

- Helps to develop comprehensive plan which includes components in all areas

- Goals: make challenging behaviours irrelevant, inefficient, ineffective
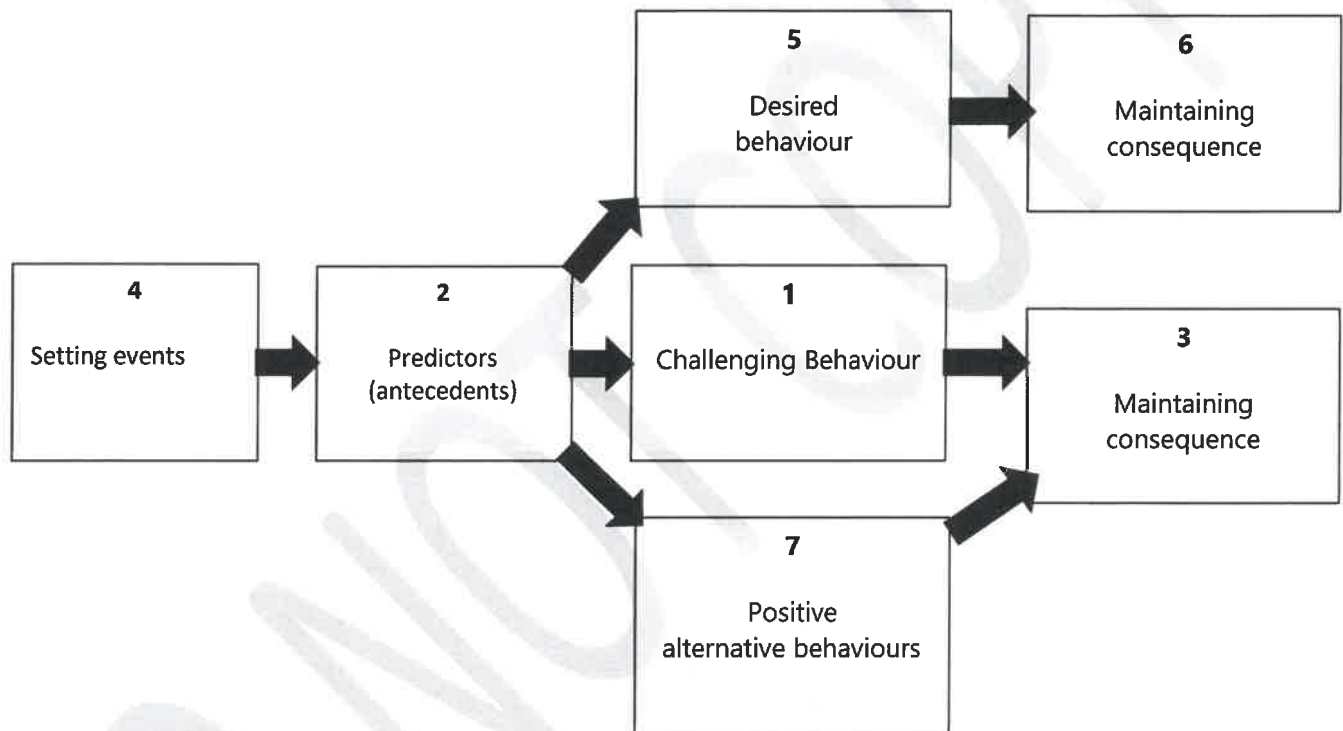
Evaluate

Data Collection

- Data collection is important because

- When should we take data?

Evaluating Effectiveness

- If decreases are not evident after a few weeks, evaluate plan:

    - Not implemented correctly or consistently

    - Too difficult to implement

    - Reinforcers not potent enough

    - Challenging behaviour continues to result in maintaining consequence

Annotated References

The PBIS Team Handbook: Setting Expectations and Building Positive Behavior (Rev. ed.)

Baker, B. & Ryan C. (2019)

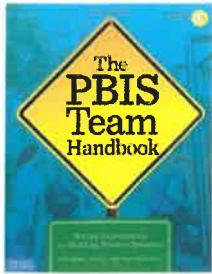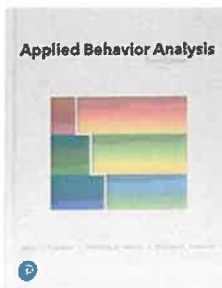This handbook provides detailed guidelines for implementing and sustaining school wide Positive Behavioural Interventions and Supports (PBIS) for schools and teams. This handbook contains sample graphs, figures, checklists, and templates to help chart, manage and interpret SET, SAS, TICK, BoQ, ODR, and other data with ease.

Applied Behavior Analysis (3rd ed.)

Cooper, J., Heron, T., & Heward, W. (2019)

This textbook provides a comprehensive, in-depth discussion of the field, offering a complete description of the principles and procedures for changing and analyzing socially important behavior.
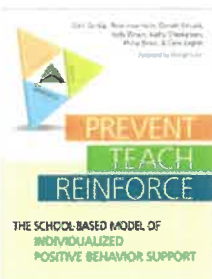
Prevent-Teach-Reinforce: The School-Based Model of Individualized Positive Behavior Support (2nd ed.)

Dunlap, G., Iovannone, R., Kincaid, D., Wilson, K., Christiansen, M., & Strain, P. (2018)

Developed by highly respected experts on positive behavior support, this research-proven model gives your school team a step&#45by-step blueprint for reducing problems unresolved by typical behavior management strategies. You'll get explicit guidance and strategies for implementing all five steps of PTR: 1) teaming and goal-setting, 2) collecting data, 3) conducting a PTR Functional Behavioral Assessment, 4) developing a PTR behavior intervention plan, and 5) monitoring progress and making data-based decisions.
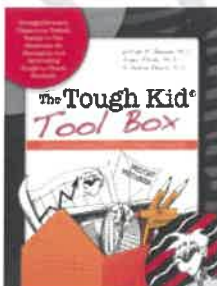
The Tough Kid Tool Box

Jenson, W., Rhode, G., & Reavis, H. (2009)

The Tough Kid Tool Box, companion to The Tough Kid Book, supplies ready-to-use, classroom-tested materials to help motivate and manage even the toughest-to-teach students. This book includes forms, reproducibles, tips, and explanations to help you implement effective behavior management strategies such as: Mystery Motivators, Home Notes, Self-Monitoring Form, Behavioral Contracts, Tracking Procedures, Unique Reinforcers, Classroom Interventions

Antecedent Strategies to Promote Appropriate Classroom Behaviour
Kern, L. & Clemens, N. (2007)
This journal article offers a rationale for the use of antecedent strategies and provide literature-based examples of applications within school settings at both the class-wide and individual levels. Antecedent intervention approaches focus on structuring the environment to prevent problems and enhance motivation. This article also discusses practical considerations for implementing antecedent Interventions.
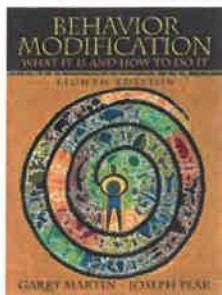
Behavior Modification: What It Is And How To Do It
Martin, G. & Pear, J. (2006)
This book presents a comprehensive, practical presentation of both the principles of behavior modification and guidelines for their application. Assuming no prior knowledge of behavior modification or psychology, this text facilitates understanding of the principles of behavior modification and helps readers to successfully implement behavior modification programs.

Functional Assessment and Program Development for Problem Behavior: A Practical Handbook
O'Neill, R., Albin, R., Storey, K., Horner, R., & Sprague, J. (2014)
This guide to functional assessment procedures includes a variety of strategies for assessing problem behavior situations and presents a systematic approach for designing behavioral support programs based on those assessments. Professionals and other readers learn to conduct functional assessments and develop their own intervention programs.
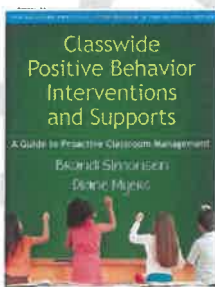
Classwide Positive Behavior Interventions and Supports: A Guide to Proactive Classroom Management
Simonsen, B. & Myers, D. (2015)
This book shows how to implement positive behaviour interventions and supports in K-12 classrooms, regardless is PBIS is adopted schoolwide. The primary focus is universal (Tier 1) support for all students. Step-by-step guidelines are provided for structuring the classroom environment, actively engaging students in instruction, teaching positive expectations, and establishing a continuum of strategies to reinforce positive behavior and respond to inappropriate behavior.
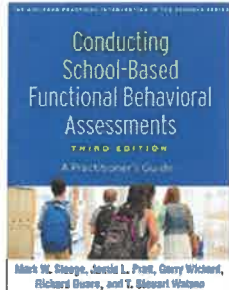
Conducting School-Based Functional Behavioral Assessments, Third Edition: A Practitioner's Guide

Steege, M., Pratt, J., Wickerd, G., Guare, R., Watson, T., & Gresham, F. (2019)

This book provides a complete introduction to functional behavioral assessment (FBA), complete with procedures, forms, and tools that have been piloted and refined in both general and special education settings. Numerous vivid examples illustrate how to use the authors' behavior-analytic problem-solving model (BAPS) to synthesize assessment results and guide the design of individually tailored interventions.

Evidence-Based Practices for Children, Youth, and Young Adults with Autism Spectrum Disorder

Wong, C., Odom, S., Hume, K., Cox, A., Fettig, A., Kucharczyk, S., Brock, M., Plavnik, J., Fleury, V., & Schultz (2013)

This report describes the process that National Professional Development Center (NPDC) followed in identifying evidence-based intervention practices (EBPs) for children and youth with ASD.

ACTIVITIES

SECTION

Find the ABCs

Case Study 1

Alex arrived at 8:45 this morning and appeared to be in a very good mood. His mother told me that he slept well and woke up on time. While he was putting on his snowpants to go and play outside, Sarah yelled "woo hoo!" and took out the sled. Alex jumped up and appeared to be angry. He ran to Sarah and hit her on the arm 3 times. She said "ouch! No hitting!" and ran away from him. Alex appeared to be very upset and was bouncing around the room. After a few minutes, he sat back down and finished putting on his snowpants.

Antecedent	Behaviour	Consequence

Case Study 2

While we were making coffee this morning, Ronnie spilled water from the coffee pot on the floor. This really set him off. He started yelling and stomping his feet, and threw the coffee pot on the floor. It broke and pieces of glass flew everywhere. I asked him to sit down at the table and then I cleaned up the glass.

Antecedent	Behaviour	Consequence

ABC (Functional Assessment) Datasheet

Date/Staff	Antecedent *What happened immediately before?* *What was the situation?*	Behaviour *What did it look like?* *What did she do?* *What did she say?*	Consequence *What happened immediately afterwards?* *What did you or others do?*

Date/Staff	Antecedent	Behaviour	Consequence

Behaviour:

Behaviour name - behaviour definition

FUNCTIONAL ASSESSMENT DATA SHEET

Date	Behaviour: **write in behaviour here**	Antecedent: What happened before?					Consequence: What happened after?				
		Instruction given from teacher to whole class	Instruction was given to student	Student was doing something by themselves	Student was playing with peers	Other (please note)	Did nothing - everyone carried on as though the behaviour was not occurring	Prompted student to follow instruction	Provided verbal instructions	Waited for student to stop then continued with previous activity	Other (please note)
Sample	x		x					x			
Sample 2	x	x							x		

Notes:

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INTERVENTION PLAN

WHAT Intervention Details - What is it? - What are the steps?	WHERE - Individual or class-wide? - In every class, or just some?	WHEN - When will you begin? - How often will you use the strategy?	HOW - Are there any resources needed to start? - What materials are needed and how can you get them?	WHO - Who will gather the needed materials? - Who will implement the strategy? - Is there any other support needed?	WHY - Why is this an important goal? - How will you be able to tell that it has been successful?

WHAT Intervention Details - What is it? - What are the steps?	WHERE - Individual or class-wide? - In every class, or just some?	WHEN - When will you begin? - How often will you use the strategy?	HOW - Are there any resources needed to start? - What materials are needed and how can you get them?	WHO - Who will gather the needed materials? - Who will implement the strategy? - Is there any other support needed?	WHY - Why is this an important goal? - How will you be able to tell that it has been successful?

ANTECEDENT STRATEGIES TO PROMOTE APPROPRIATE CLASSROOM BEHAVIOR

LEE KERN AND NATHAN H. CLEMENS

Project REACH, Lehigh University

In response to ongoing concerns with student academic and behavior problems, antecedent strategies have garnered increasing attention. Antecedent intervention approaches focus on structuring the environment to prevent problems and enhance motivation. At the class-wide level, implementation of these strategies can create a structured and orderly environment to which most students are responsive. In the case of persistent behavior problems, specific events that precede problem behavior can be removed or modified to create individualized antecedent interventions. The empirical literature base supporting the value of this approach has witnessed rapid growth. In this article, we offer a rationale for the use of antecedent strategies and provide literature-based examples of applications within school settings at both the class-wide and individual levels. In addition, we discuss practical considerations for implementing antecedent interventions. © 2007 Wiley Periodicals, Inc.

The fields of education and human behavior have long recognized the relationship between an individual's behavior and his or her surrounding environment. In practice, however, intervention approaches have not paralleled this understanding. That is, educators continue to exert change efforts toward the individual, particularly in the form of punitive responses, when academic or behavior problems arise (Martens, Peterson, Witt, & Cirone, 1986). Yet, a rapidly growing literature base offers evidence that this may not be an altogether effective, expedient, or comprehensive approach to academic and behavioral challenges (e.g., Newcomer & Lewis, 2004). Instead, intervention strategies that are likely to have a large impact and sustained effect must duly alter those environmental events that beget student challenges (Kern, Gallagher, Starosta, Hickman, & George, 2006).

One approach to environmental change is to focus on events that immediately precede problematic academic or behavioral performance. Interventions of this nature have come to be known as antecedent strategies, given their juxtaposition to behavior. To develop antecedent interventions, information is obtained about environmental events that appear to set the occasion for problematic behavior as well as those that are associated with desirable behavior. Modifications are then introduced so that events occurring before problems are either eliminated or changed in some way such that they no longer trigger the prior problems. Likewise, events associated with desirable behavior are enhanced.

Antecedent strategies, in the form of class-wide interventions, address the needs of most students in a given class. Thus, in the case of a generally disruptive classroom, these broader interventions are initially recommended. However, when problems persist, individualized interventions are called for. Rather than a trial-and-error approach, the process of functional assessment isolates variables associated with problem behavior, which then are translated into unique interventions. In this way, interventions become increasingly effective and efficient because they are tailored to address an individual student's needs.

Antecedent intervention strategies hold several distinct advantages over reactive approaches (Bambara & Kern, 2005). First, they can prevent problematic behavior from occurring. By removing or modifying the environmental events that precede problem behavior, the likelihood of the problem behavior is reduced or eliminated. This is important not only for creating a safe environment but also for fashioning an atmosphere in which learning can occur.

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A second advantage of antecedent strategies is that they tend to be quick acting (Kern, Bambara, & Fogt, 2002). Removing or altering the events that occasion problem behavior usually results in an immediate reduction of problem behavior. Though the evident benefit is in cases of dangerous or destructive behavior, the rapid elimination of any type of behavior problem is desirable from a classroom-management perspective.

Another strength of antecedent interventions is the ability to correct an environment that is contributing to problem behavior. Frequently, problem behaviors result from a mismatch between the environment and an individual's skills, strengths, or preferences. For instance, work assignments that are too difficult for a student are a common cause of problem behavior in the classroom (e.g., Kern et al., 2006). Appropriately matching instruction to a student's skill and performance corrects this environmental problem. Likewise, moving a student with poor vision to the front of the classroom corrects the problem of inappropriate visual expectations.

A final advantage of antecedent interventions is that they can enhance the instructional environment. Antecedent events associated with problem behavior are decreased or eliminated while those associated with desirable behavior are increased. Such carefully crafted environmental changes can create classrooms where students want to be and are motivated to learn. Further, as we will advocate, this approach holds promise for improving student achievement and productivity, even in the absence of problem behavior.

In this article, we provide an overview of empirically derived applications of antecedent intervention strategies in classroom settings. This overview includes intervention at both the class-wide level and the individual-student level. In addition, we offer some practical considerations for implementing antecedent strategies. First, however, we emphasize that antecedent interventions generally represent only one component of comprehensive support for students with ongoing behavior problems. Such students also require skill instruction, consequences for problem behavior, and perhaps lifestyle changes to complement antecedent interventions.

We begin with a summary of class-wide interventions because they require less effort than individualized approaches. Fortunately, most students in a given classroom are responsive to class-wide efforts. We then describe individualized approaches needed for those students who are not responsive to class-wide strategies. Finally, we discuss issues to consider when implementing antecedent interventions in applied settings.

CLASS-WIDE APPLICATIONS

Overview

Antecedent strategies implemented at the class-wide level seek to establish a classroom environment that is positive, orderly, predictable, and motivating (Sugai, Horner, & Gresham, 2002). These efforts result in increased student academic engagement that will ultimately promote appropriate behavior. We reiterate that class-wide strategies are the most efficient first step to managing student behavior. That is, the feasibility of implementation is enhanced when interventions target groups of students. Next, we delineate class-wide antecedent strategies that share strong empirical support. These strategies are summarized in Table 1.

Examples

Clear rules and expectations. Establishing, teaching, and reinforcing rules and expectations is one of the hallmarks of an effective classroom (e.g., Sugai et al., 2002). Research across several decades has demonstrated that consistent implementation of classroom rules is associated with improved student behavior at both the building level (Mayer & Leone, 1999) and at the classroom level (Johnson, Stoner, & Green, 1996). Johnson and colleagues (1996) illustrated the

Table 1
Summary of Antecedent Strategies

Classwide strategies	Individual strategies
• Establish clear classroom rules and expectations • Increase predictability in the environment • Increase praise for appropriate behavior, and increase behavior specific praise • Present material that is appropriately matched to student instructional level • Provide a high number of opportunities to respond to academic material • Arrange classroom seating so that it is appropriate to the instructional activity • Use effective instructions and commands • Intersperse brief and easy tasks among more difficult ones • Use a brisk pace of instruction • Provide opportunities for choice • Incorporate student interests and preferred activities	• Present material that is appropriately matched to instructional level • Provide alternative modes of task completion • Incorporate student interests into academic material • Allow opportunities for choice • Provide scheduled attention to reduce the need for students to engage in attention-seeking behavior • Establish a clear and predictable schedule

power of this preventive approach. The effectiveness of three different interventions on seventh graders were compared. The interventions consisted of (a) a weekly class syllabus and individual student achievement assessment, (b) self-monitoring, and (c) active teaching of five class rules. Although all three interventions were associated with increased levels of appropriate behavior and decreased levels of inappropriate and disruptive behavior, active teaching of class rules was found to be the most effective.

Several guidelines should be considered that enhance the effectiveness of class-wide rules (e.g., Sugai & Horner, 2002). First, the number of rules should not exceed five. A limited number of rules ensures that they will be remembered by the students. Second, students should play a role in formulating the class rules, as their input and contribution fosters a sense of involvement. Third, rules should be simple, brief, and positively stated. Positively stated rules describe the appropriate behavior that is expected, which provides a framework for teaching students what to do rather than what *not* to do. For example, if a teacher wants to address calling-out behavior, an example of a positively stated rule would be: "Raise your hand to speak." Fourth, the class rules should be displayed prominently throughout the classroom so that they can be easily seen. This serves as a reminder to students and also prompts teachers to refer to the rules during ongoing instruction. Last, teachers should invest time in actively modeling and teaching the class rules, particularly at the beginning of the school year, using examples and nonexamples. This relatively simple strategy establishes and teaches expected behavior in the classroom setting.

Increasing predictability. When students can predict the events throughout their school day, they are more likely to be engaged and less likely to display problem behavior. One way to increase predictability in a classroom is to establish routines, particularly early in the school year. For example, creating procedures for arrival and dismissal, lining up, and activities to do upon work completion minimizes problem behavior. In addition, because transitions are frequently problematic, offering signals and cues of upcoming changes is likewise effective (Mace, Shapiro, & Mace, 1998). Other approaches to facilitate predictability include providing information about the content, duration, and/or consequences of future events and visually displaying schedules.

Similar to class rules and expectations, predictable routines should be established at the beginning of the school year. Bohn, Roehrig, and Pressley (2004) demonstrated the importance of introducing routines early on. Extensive observations were conducted in six classrooms (Grades K–2). Midyear measures of student engagement and literacy progress indicated that two of the teachers were more effective than were the others. Among other characteristics (i.e., higher teacher expectations, more frequent and specific teacher praise), the "effective" teachers paid more attention to establishing routines and procedures in the beginning of the school year. This illustrates the importance and ongoing impact of early planning.

Praise.   Research has clearly demonstrated that delivering praise to students when they engage in appropriate behavior increases the likelihood they will continue to engage in appropriate behavior in the future (e.g., Madsen, Becker, & Thomas, 1968). As an antecedent strategy, it is speculated that students of teachers who use high rates of praise may be more likely to engage in appropriate behavior because they perceive that more praise is readily available in that environment. Unfortunately, research has indicated that teachers rarely use praise with general education students (Beaman & Wheldall, 2000) and are even less likely to use it with students who engage in challenging behavior (Shores et al., 1993). Increasing the frequency of teacher praise is a simple strategy that can have a very large impact on student behavior. Further, there is some evidence of a relationship between teacher praise and student self-appraisal over time (Montague & Renaldi, 2001). Consequently, the beneficial effects for students may be long lasting.

Research has demonstrated that behavior-specific praise, or that which specifically identifies the particular desirable behavior the student is performing, is most effective in promoting appropriate behavior (e.g., Chalk & Bizo, 2004). Behavior-specific praise statements can be directed at individual students or at the entire class. For example, if a teacher notices a student is in his seat and is focused on his work, the teacher might say, "Josh, I love how you are sitting quietly and working on your worksheet. Great job." Thus, the statement explicitly identified and praised the student for the appropriate behavior in which he was engaged, but it also provided a prompt to the rest of the class that in-seat, on-task work is expected, and that positive attention from the teacher is available for engaging in said behavior. Sutherland, Wehby, and Copeland (2000) examined the effects of increased behavior-specific praise statements with a class of students with emotional and behavior disorders. They found that as the rate of specific praise statements delivered by the teacher increased, so did the on-task behavior of the class.

Praise need not be directly delivered to a student to be effective. Research has illustrated it has a vicarious effect, in that students who observe others being praised for a particular behavior are more likely to model that behavior. For example, Kazdin (1977) demonstrated that as a target student was praised for attentive behavior, the attentive behavior of an adjacent peer increased as well; however, note that the effects of vicarious reinforcement through praise can be short lived if the peers (i.e., students who were not the subject of the praise statements) are not praised as well, at least intermittently (Ollendick, Dailey, & Shapiro, 1983).

Task difficulty.   Assigning work that exceeds students' skill level is a common cause for off-task and problem behaviors. Further, it is critical that the curriculum is matched to students' instructional levels for learning to occur. Center, Deitz, and Kaufman (1982) demonstrated the importance of this critical classroom feature in a study with a class of 15 boys (aged 8–12 years) with behavior disorders. They found that when there was a mismatch between the students' instructional levels and the difficulty of a task, inappropriate behavior was higher. Thus, providing academic material that is within the instructional level of the students (i.e., not too difficult while still providing a challenge) can serve as an antecedent strategy to promote appropriate class-wide

behavior. This finding has been replicated numerous times across various populations and ages (Davis et al., 2004).

Opportunities to respond. "Opportunities to respond" refers to opportunities in which students have to actively respond to academic material or requests (i.e., reading aloud, writing answers to a problem, answering a question or responding to a teacher's cue, writing a response). Increased opportunities to respond have been associated with improved academic performance, higher levels of student task engagement, and lower levels of disruptive behavior (e.g., Carnine, 1976; West & Sloane, 1986). To illustrate, Sutherland, Alder, and Gunter (2003) increased the number of teacher-presented opportunities to respond from 1.7 per minute during a baseline phase to 3.5 during an intervention phase in a class of nine students (aged 8–12 years) with emotional and behavioral disorders. The increase in opportunities to respond was associated with higher correct responding, lower disruptive behavior, and increased on-task behavior.

Classroom seating arrangements. The way that students' desks are arranged in the classroom also can serve as an antecedent strategy to promote desired behavior. It is common to see desks in clusters or in groups, and seldom seen are arrangements that follow a more traditional "row" pattern; however, research has indicated that when students' desks are arranged in rows, students are more on-task, talk out less, complete more work, and are generally more engaged with tasks (e.g., Bennett & Blundell, 1983; Wheldall & Lam, 1987). For instance, Wheldall, Morris, Vaughan, and Ng (1981) alternated the seating arrangements from groups of students seated at tables to students seated in rows for two classes of 10- and 11-year-old students, and observed higher levels of on-task behavior. In fact, improvements were strongest for students who showed lower initial levels of on-task behavior. Wheldall and Lam (1987) found similar improvements in on-task behavior and reduced levels of disruption with three classes of students with behavioral disorders and learning disabilities when seated in rows instead of at tables. Further, Bennett and Blundell (1983) found marked increases in the quantity of work completed and slight improvements in the quality of work completed when two classes of 10- and 11-year-old students were seated in rows as opposed to groups. Note, however, that a semicircle or a horseshoe arrangement may promote higher levels of student discussion or student question-asking.

Effective instructions and commands. Effective delivery of instructions and requests is a key strategy for promoting appropriate behavior. Features of an effective instruction or request include gaining the student's attention, stating the instruction clearly in the form of a "do" command, giving one instruction at a time in a firm (but not angry) voice, and waiting for student compliance (e.g., Forehand & McMahon, 1981). Matheson and Shriver (2005) demonstrated the outcome of effective instructional commands. Teachers of second- and fourth-grade students were taught to use concise instructions that were precise, specific, direct, and issued one at a time. The teachers also delivered the requests using a quiet voice tone. Use of these effective requests resulted in increased student compliance and academic engagement. Further, additional improvements in student compliance and engagement were observed when teachers also increased the amount of praise they delivered to students who engaged in appropriate behavior.

Activity sequence. It is important to consider the manner in which activities are sequenced. Research has illustrated a variety of ways to order activities so that they promote learning and appropriate behavior. One instructional sequence strategy involves the interspersal of several easy and brief problems or tasks among other longer or more difficult tasks. For example, a single-digit multiplication problem may be interspersed after every third four-digit multiplication problem (e.g., Cates & Skinner, 2000). Research has demonstrated that this and similar strategies not only increases task performance but also decreases disruptive behavior (e.g., Skinner, Hurst, Teeple, & Meadows, 2002). An added benefit is improvements in student perceptions of, and preferences for,

assignments that were previously considered difficult (e.g., Cates & Skinner, 2000). To illustrate, Cates and Skinner (2000) examined assignment perceptions when remedial mathematics students in Grades 9 to 12 were administered two different types of math worksheets, one containing 15 three-digit by two-digit multiplication problems, and the other containing one-digit by one-digit multiplication problems interspersed after every third 3 × 2 digit problem. Students rated the interspersed math assignments as taking less time to complete, requiring less effort, and being less difficult than the assignment that was not interspersed. These findings are compelling particularly because the students preferred the assignments that actually contained *more* problems.

A similar approach, involving the delivery of a sequence of three to four brief, simple requests prior to a difficult request (referred to as *behavioral momentum*), has been shown to elicit compliance and reduce problem behavior. For instance, Ardoin, Martens, and Wolfe (1999) showed that second graders' difficult transition to a new activity was improved when their teacher delivered a series of five simple instructions just prior to the transition request. This approach likewise has been used to increase the rate of student academic responding. Lee and Laspe (2003) improved the journal writing of four students (aged 10–11 years) who had a history of noncompliance and a failure to persist at writing tasks by having the teacher ask the students to write a series of three simple words as soon as they stopped writing. This seemingly simple strategy increased student written production over time.

A final example of an activity-sequence intervention involves varying the type of task that is presented. Research has shown that rather than presenting a single, constant type of task, sequences of varied tasks and activities can reduce problem behavior. For example, Dunlap (1984) improved performance and reduced problem behavior among students with developmental disabilities by interspersing a variety of different types of tasks among a targeted, but repetitive, acquisition task.

Pace of instruction.   There is long-standing research support that instruction delivered at a brisk pace results in higher levels of on-task behavior and student engagement. A brisk instructional pace can be accomplished either by increasing the overall rate of instruction (Darch & Gersten, 1985) or by decreasing pause time between student response and presentation of the next task (Carnine, 1976). In fact, Englert (1984) found that one of the factors differentiating between more and less effective teachers was that more effective teachers maintain a lesson pace that is brisk. Certainly, one variable that makes this approach effective is that a faster pace of instruction is associated with increased opportunities to respond, which (as described earlier) is related to improvements in student engagement.

Choice and preferred activities.   Providing opportunities for students to make choices has been demonstrated to be an effective intervention in preventing problem behavior and increasing engagement. Although the literature most frequently illustrates this approach implemented at the individual level, Kern, Bambara, and Fogt (2002) illustrated that it can be used class wide. A classroom of adolescent-aged students labeled with severe emotional disturbance was provided opportunities on a daily basis to choose the activities, materials, or task sequence within their science curriculum. Examples of choices presented to the class were to check an air-pollution experiment or begin a land-pollution experiment, watch a recycling video or begin a litter experiment, or review a posttest for an ecology unit or take a pretest for a pollution unit. Class choice making was conducted through the use of a student vote. In addition to providing opportunities for choice, the authors also incorporated activities that were of high interest to the students. These curricular modifications resulted in increased student engagement and decreased problem behaviors, as compared to a baseline phase.

Individual Applications

Overview

Class-wide interventions generally have a powerful effect, and often address the needs of most students in a given classroom. Still, there remain a small number of students who, for a variety of reasons, will not respond to these broader efforts. In these cases, individualized intervention is needed.

Because broad and generalized interventions have been ineffective, individualized intervention efforts must be specifically tailored so that they are responsive to each student's particular and idiosyncratic needs. Such interventions require assessment information that explicates the role of both individual and environmental variables that are related to school difficulties. The process of functional behavioral assessment is uniquely designed to gather this type of relevant assessment information.

One particular outcome of the functional behavioral assessment process is the isolation of variables that immediately precede problem behavior. Once these variables are identified, antecedent interventions can be developed that are designed to alter those variables in some way so that they no longer evoke problematic behavior. The functional behavioral assessment process has been detailed in numerous publications (e.g., Dunlap & Kern, 1993; O'Neill et al., 1997) and will not be reiterated here. Instead, we focus on describing a collection of antecedent intervention strategies that benefit from a growing evidence base.

Note that many of the aforementioned class-wide interventions also are effective at the individual level. The following paragraphs provide literature-based examples of how they have been applied with individual students; however, we emphasize the importance of directly deriving interventions from assessment information.

Examples

Work difficulty. A student's school day is largely comprised of academic demands. Hence, those demands sometimes give rise to problem behaviors. When assessment information indicates that problem behaviors occur primarily in the presence of academic activities, it is important to implicate the specific aspect of the task that challenges the student. Often, work is too difficult and is beyond a student's skill repertoire. For example, Kern and colleagues (2006) conducted a comprehensive functional assessment of a student with developmental disabilities who engaged in high rates of aggressive and disruptive behavior. The assessment implicated difficult work as an antecedent to problem behavior. When changes were made to his curriculum that eliminated difficult academic tasks, problem behavior decreased to near-zero levels.

In some instances, assessment information may reveal that the academics are accurately matched to a student's skills, but the length of the assignment exceeds a student's endurance. Research has shown that decreasing the overall task length, or offering periodic breaks, can successfully reduce problem behavior in these circumstances (e.g., Dunlap, Kern-Dunlap, Clarke, & Robbins, 1991).

Mode of task completion. The mode required to complete a particular task also has been shown to have a relation to problem behavior. Several studies have illustrated that assignments requiring a great deal of written output can cause difficulties for students. Providing an alternative mode for work completion, such as a computer or tape recorder, may reduce problem behaviors, as was illustrated in a study by Kern, Childs, Dunlap, Clarke, and Falk (1994). A functional assessment indicated that the participant, an 11-year-old boy with "severe emotional disturbance," had fine motor skill deficits. The authors hypothesized that the deficits caused difficulties with written

work completion. Providing alternative nonwritten modes for task completion that circumvented his fine motor difficulties resulted in performance increases and decreases in problem behavior.

Incorporating student interests.   Many of the tasks required of students throughout the school day are viewed by them as mundane or irrelevant, leading to disengagement and other problem behaviors. Adaptations in traditional types of academic assignments can be made so that their inherent interest is enhanced. For example, conventional worksheet and workbook assignments can be modified so that they integrate a student's interests or result in functional or meaningful outcomes. Clarke et al. (1995) implemented this type of antecedent intervention with a student with disruptive classroom behavior. Problem behavior frequently occurred during handwriting activities when copying passages from his handwriting book. The handwriting activity was modified so that he copied instructions from preferred video games rather than passages that were meaningless to him. The task modification resulted in decreases in problem behavior and increased work productivity.

Choice.   As mentioned earlier, the literature describes numerous examples of choice implemented at the individual level to address problem behaviors, particularly in the context of task demands. It is believed that choice effectively reduces problem behavior in two ways (Kern et al., 1998). First, offering a choice of tasks allows a student to select the one that is more preferred. Second, allowing students to exert choices appears to hold reinforcing value independent of the selection made, perhaps for biologic reasons. The applied effectiveness of choice as an antecedent intervention has been empirically demonstrated in many variations, including choice of the specific task to complete (Dunlap et al., 1994), choice of materials used to complete a task (Kern et al., 1994), and choice of the order in which task sequences are completed (Kern, Mantegna, Vorndran, Bailin, & Hilt, 2001). The often broad impact of this straightforward approach makes it opportune in many situations.

Scheduled attention.   In addition to academic and other types of demands, problem behaviors sometimes occur as a means for a student to gain attention. An antecedent intervention that addresses attention-seeking problem behavior is to periodically arrange for teacher attention, a process referred to as scheduled attention. For example, procedures that allow a student to occasionally "check in" with an adult at the school also can decrease attention-seeking problem behavior (Bambara & Kern, 2005). When a student seeks peer attention, arrangements can be made so that a student participates in peer tutoring or is paired with a peer during activities throughout the day. It warrants mention that inappropriate attention-seeking behaviors often emerge when a student lacks the social skills to gain attention in an appropriate fashion. Thus, appropriate peer interactions may need to be taught simultaneously.

Scheduling and predictability.   A student's problem behavior may serve to obtain or prolong engagement with an activity. Several effective antecedent interventions can be used when functional assessment information indicates that a behavior serves a tangible function. Clear schedules and increased predictability help a student understand time allotments (e.g., Kern et al., 2006). In addition, providing warnings about an upcoming transition helps to prepare students that an activity will soon end. In some cases, several warnings may be more effective than a single warning (Mace et al., 1998).

A final note regarding antecedent intervention merits reiteration. Although antecedent interventions often successfully reduce problem behaviors, it is almost always best to combine them with other intervention approaches. Specifically, skill instruction as well as strategies for responding to problem behavior, should it occur, offer a comprehensive approach for fully addressing a student's needs.

Implementation Considerations

Although antecedent strategies are relatively straightforward and easily translated into classroom practice, several guidelines should be considered for their implementation. The first pertains to levels for intervention. Recent behavior-management efforts have focused on a comprehensive and multitiered approach with prevention and intervention strategies introduced at the school-wide, specific setting (e.g., class-wide), and individual level (Horner & Sugai, 2000). While the intent of this article was to describe interventions at the class-wide and individual levels, initial implementation of school-wide strategies appears to have a very broad impact on appropriate student deportment and are likely to reduce the need for intervention at the class-wide and individual levels (Nelson, Martella, & Galand, 1998). Following implementation of school-wide intervention, class-wide strategies should be introduced. Finally, because it can be time consuming to develop individualized interventions that rely on functional behavioral assessment information, this level of intervention should be reserved for situations where only one or a few students experience ongoing behavior problems.

A second consideration involves intervention selection at a given level. Although there are no definitive guidelines for intervention selection, developing a class-wide system of rules and expectations is a logical first step. The development of clear rules and expectations for student behavior is arguably the single most important strategy because it provides clarity to students on the behavior that is expected. Adherence to rules and expectations should be encouraged through systems of reinforcement, in the form of praise, privileges, and even tangibles, as well as clear and specific consequences for failing to adhere. Simultaneously, it is generally critical to establish a predictable environment. As described earlier, this can be accomplished through the use of routines and explicit posting of the days' events and activities. After the classroom rules and expectations have been developed and the classroom environment is predictable, attention then can be turned to implementing additional class-wide antecedent strategies such as increasing the number of opportunities to respond to academic material, improving the pace of instruction, and providing opportunities for choice or preferred activities. At the individual level, intervention selection will be linked to functional behavioral assessment results.

A final consideration is that intervention must be comprehensive. While antecedent strategies are frequently powerful and may prevent many or even most problem behaviors, alone they are seldom sufficient. That is, problem behaviors are often the result of skill or performance deficits such as the inability to perform the math problems assigned or the absence of social skills needed to enter an ongoing group game. Thus, in addition to antecedent strategies, intervention generally requires skill instruction. At the same time, consequences are needed, should problem behavior occur, to assure it is not reinforced. Skill instruction and consequence strategies are important components of a comprehensive intervention approach.

Conclusion

Antecedent strategies represent a powerful class of intervention approaches that can prevent problem behaviors, often in a rapid manner. In addition, such interventions can improve the general learning environment by enhancing appropriate and effective instruction and creating an orderly environment for learning to occur. Numerous types of antecedent interventions have been documented to be effective, both empirically and practically. When implemented in a comprehensive manner, across multiple levels of a school environment, they can promote appropriate behavior among *all* students in a positive and proactive way.

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Preparing Your Classroom - Planning Sheet

Areas to Consider	Questions	Next Steps
Antecedent Interventions	Which antecedent interventions are you already using in your classroom? Could you change or improve the way you are using any of the strategies? Which antecedent strategies would you like to incorporate on a class-wide basis? How will you introduce them? Which antecedent strategies would you like to incorporate on an individual basis? For which students? How will you introduce them?	
Consequence Strategies - Reinforcement	Which reinforcement strategies are you already using in your classroom? Could you change or improve the way you are using any of these strategies? Which reinforcement strategies would you like to incorporate on a class-wide basis? How will you introduce them? Which reinforcement strategies would you like to incorporate on an individual basis? For which students? How will you introduce them?	
Consequence Strategies – Punishment and Extinction	Are you using any punishment strategies in your classroom? Are there reinforcement or other positive strategies in place? If not, is there anything you could add? Which challenging behaviours occurring in your classroom could you use extinction (in combination with other procedures) to reduce? Which behaviours, and how will you address them using a combination of extinction and other strategies?	

Replacement Behaviours

Identify a replacement behaviour you might teach for each of the following scenarios.

Remember to consider the function! A replacement behaviour is something the student can be taught to do instead of the challenging behaviour (i.e., it *replaces* the challenging behaviour).

Attention

1. Carla tends to call out her answers during class, which results in a response from her teacher, either telling her not to call out, or acknowledging her answer.

2. Jeremy hits the other children during centre time, which gets attention from the teacher.

Escape

3. Joshua throws a tantrum upon entering the gym because he doesn't like the way the sound echoes.

4. Krista screams at her peers to be quiet during lunch and is removed to eat lunch on her own.

Tangible

5. Henry cries before snack time and is given the opportunity to choose something to eat.

6. Sarah takes toys and materials away from her friends while they are using them.

Automatic Reinforcement

7. Adam puts nearly everything in his mouth.

8. Marlo twirls her hair while she is listening to the teacher, which causes it to end up in big knots.

INTERVENTION PLAN

WHAT Intervention Details - What is it? - What are the steps?	WHERE - Individual or class-wide? - In every class, or just some?	WHEN - When will you begin? - How often will you use the strategy?	HOW - Are there any resources needed to start? - What materials are needed and how can you get them?	WHO - Who will gather the needed materials? - Who will implement the strategy? - Is there any other support needed?	WHY - Why is this an important goal? - How will you be able to tell that it has been successful?

Example Student Scenario – Oliver, page 1

Preference Profile

Likes	Dislikes	Comments
Card games (e.g., hearts, crib)	loud/chaotic noises	
Basketball (playing and watching)	Feeling left out of social situations	Sometimes complains that he has a stomachache or headache after a challenging situation
Classic rock (e.g., Queen, Led Zeppelin)	English	Afternoons are more of a challenge than mornings
Phys ed	Reality TV	
baking		
Math		

Functional Behavioural Assessment

Time/Class	Antecedent	Behaviour	Consequence	Comments
12:55 Lunch	Came in from outside after lunch	Complained (yelling) about being left out of tag game, slammed locker door, threw coat on the ground	Teacher asked him to pick up his coat.	EA on lunch break
	Asked to pick up coat (see above)	Screamed "no!"	Teacher pointed at coat. He picked it up.	
1:20 English	Working on graphic novel project with EA in hallway. Made a mistake.	Screamed loudly, ripped up paper.	I got him a new piece of paper	Change of schedule – English instead of science today
	Given new piece of paper and asked to continue working on graphic novel	Screamed, threw pencil, and ripped up paper and threw it on the floor	I asked him if he needed to take a break. He said yes. Went to calm room for 5 minutes.	
2:00 Art	Asked other students if he could sit with them. Was told that there was no room (there really wasn't... the table was full)	Yelled "I don't want to sit with you anyway!") and threw his paintbrush on the floor. Stormed out of the room and slammed the door	I left him to calm down for 5 minutes (he was just sitting in the hallway). Went and got his work to do in the hallway.	Still appeared agitated from earlier in the afternoon

Student: Oliver   Date: Dec 1, 2016   Completed by: Amy W. (EA)

Time/Class	Antecedent	Behaviour	Consequence	Comments
1:35 English	Independent work period on graphic novel project. Reading a book inside his desk. Teacher asked him to get out his work.	Yelled "no!"	Teacher told him that he could work in the hallway if he wanted to. He took out his paper and went to the hallway.	
1:40 English	I made a suggestion for his graphic novel	Threw pencil and pounded fists on desk. Said "it's not good enough!"	I asked if he wanted to take a break and come back to it later. He said yes.	

Example Student Scenario – Oliver, page 2

Frequency Data Collection

Student: Oliver

Date: Dec 2, 2016

Time/Class	Yelling/Screaming	Property Destruction
Homeroom	0	0
Math	0	0
Socials	0	0
Recess	2	1
Band	0	0
Lunch	0	0
English	3	3
Art	1	2
TOTAL	**6**	**6**

Date: Dec 3, 2016

Time/Class	Yelling/Screaming	Property Destruction
Homeroom	0	0
Math	3	0
Socials	0	0
Recess	0	0
Band	0	0
Lunch	0	0
English	4	2
Art	2	2
TOTAL	**9**	**4**

Date: Dec 4, 2016

Time/Class	Yelling/Screaming	Property Destruction
Homeroom	0	0
Math	0	0
Socials	1	0
Recess	1	0
Band	0	0
Lunch	0	0
English	1	4
Art	0	0
TOTAL	**3**	**4**

Date: Dec 7, 2016

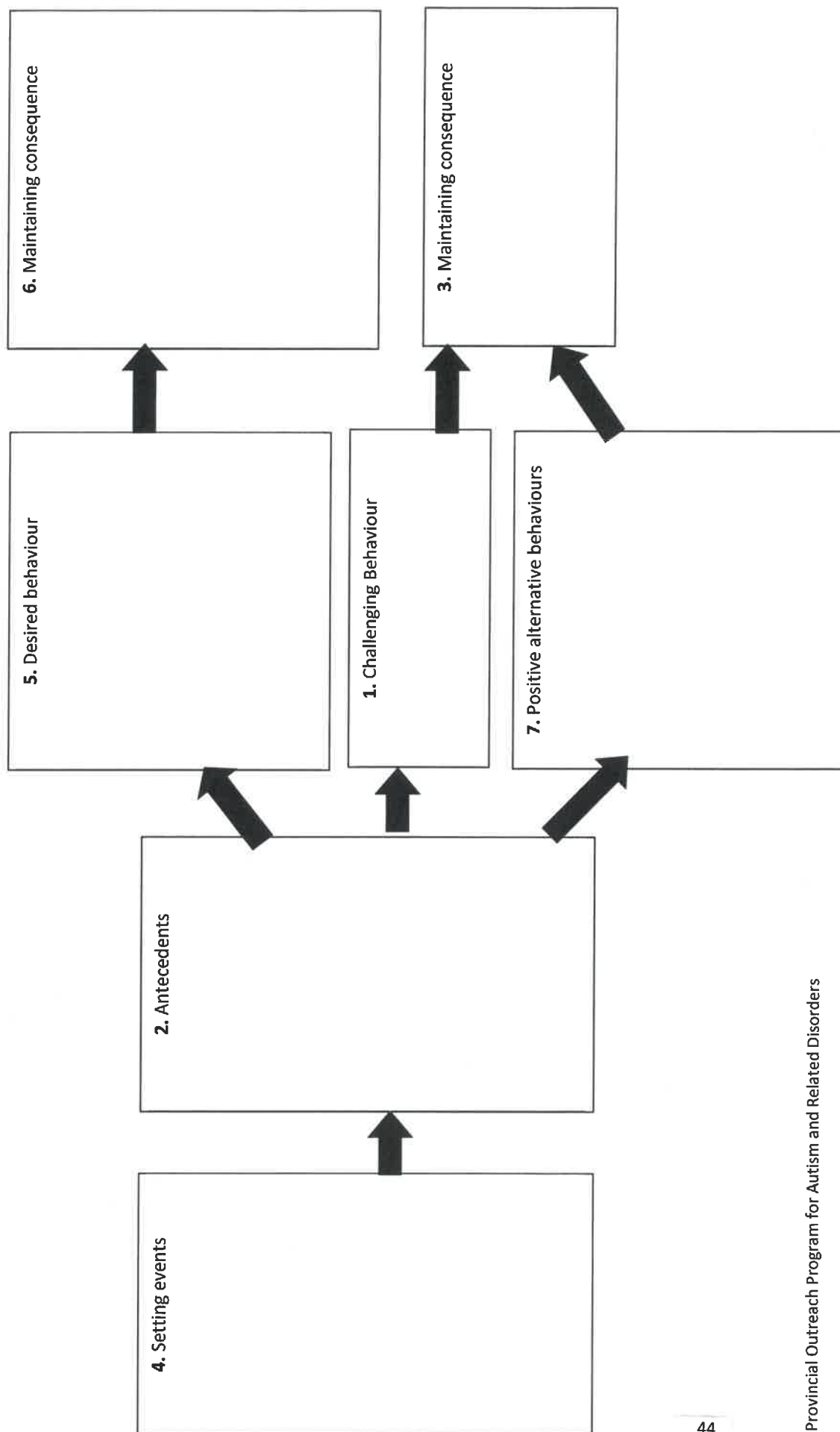| Time/Class	Yelling/Screaming	Property Destruction
Homeroom	0	0
Math	0	0
Socials	0	0
Recess	3	0
Band	0	0
Lunch	2	0
English	5	4
Art	1	0
TOTAL	**11**	**4**

Challenging Behaviour Pathway

Use your FBA data (e.g., ABC data collection) to fill in this information. It will help you to determine the function of the challenging behaviour and develop strategies and replacement behaviours.

SETTING EVENTS

What events "set the stage" for the challenging behavior?

TRIGGERING ANTECEDENTS

What events immediately (within seconds) precede the problem behavior?

PROBLEM BEHAVIOR

What, specifically, does the problem behavior look/sound like?

MAINTAINING FUNCTION/CONSEQUENCE

Why does the behavior keep happening?

Does the student engage in the problem behavior in order to:

Attention:

_____ Obtain attention from adults

_____ Obtain attention from peers

Tangible:

_____ Gain access to items/activities

Escape:

_____ Avoid/Escape tasks

_____ Avoid/Escape environments

Competing Behavior Pathway

Next, complete the competing behaviour pathway, identifying the desired behaviour in the situation (e.g., what should the student be doing?) and what consequence (reinforcer) could be put in place to maintain that behaviour. Identify alternative positive behaviours that the student could be taught to do which will result in the same consequence as the challenging behaviour.

6. Maintaining consequence

3. Maintaining consequence

5. Desired behaviour

1. Challenging Behaviour

7. Positive alternative behaviours

2. Antecedents

4. Setting events

Intervention Planning Sheet

Now, use the information to develop strategies in all areas (antecedent, consequence, teaching strategies).

Antecedent Interventions

Setting Event Interventions

Prevent the problem behavior

Strategies to reduce the occurrence/impact of the setting events:

Triggering Antecedent Interventions

Prevent the problem behavior

Strategies to reduce the occurrence/impact of the triggering antecedent:

Teaching Strategies

Replacement Behavior Interventions

Make the problem behavior unnecessary

Skills/behavior/response we will teach the student to do instead:

Consequence Strategies

Managing the Maintaining Function/Consequence

Encourage Positive Behavior

Reinforcers to deliver after the student engages in the desired or replacement behavior:

Discourage Problem Behavior

Extinction or punishment strategies after the student engages in the problem behaviour (may not be required):

Notes

Case Study - Jessie

Jessie is a 6-year-old boy who attends full-day kindergarten class. He was diagnosed with Autism at age 3. Jessie uses short phrases that are sometimes hard to understand as well as some phrases in Punjabi. His most recent speech-language assessment indicated that he understands about 30 spoken words both in English and Punjabi. He has a visual schedule and countdown strip at school. Jessie will sit and attend to work for 5-7 minutes at a time. He likes to look at board books and rhyming books and enjoys playing on the swings outside during recess. He dislikes colouring and printing. Jessie has a full time Special Education Assistant, Mrs. Cooper. She reports that Jessie is becoming more agitated and noncompliant, especially during Circle Time, and she is not sure how to respond. Jessie's parents complete a Home School Communication form every morning, to give school information about how well Jessie slept and whether he ate breakfast.

PREFERENCE PROFILE SHEET

Student: Jessie   Date: October 11th   Recorder: Mrs. Cooper

LIKES	DISLIKES	COMMENTS
- Looking at board books - Fruit juice gummy bears - Candy - Most fresh fruit and veggies (crunchy textures preferred) - Soft drinks - Pizza 'House' centre in classroom - Phys Ed in gym	- Colouring - Printing - Loud noises e.g., fire alarm bell - Washroom hand dryer - Family reports that Jessie is very fearful of most animals - Circle time - Foods with mushy or soft textures like pasta, yoghurt - Crowded spaces	- Family has asked that access to candy be limited (fruit juice gummies sent from home are okay) - Will run away from staff in hallways - Has difficulty sharing preferred toys with peers

HOME SCHOOL COMMUNICATION FORM

Date	How well did Jessie sleep last night ?	Did Jessie have breakfast?	What did Jessie do last night?	Comments
Mon Nov 7	Up at 3 am, back to sleep at 6 am	Yes	Went to visit aunt	Hard to get Jessie up this morning
Tues Nov 8	Slept from 10 pm to 3 am, up from then on	No	Stayed home, watched TV with brother	
Wed Nov 9	Slept from 7 pm to 1 am, up until 4, asleep again until 7	Yes		
Thurs Nov 10	Slept from 10 pm to 4 am	Yes	Swimming	

Case Study - Jessie

ABC Data

Behaviours:

- Tantrum – Two or more of the following behaviours occurring at the same time: yelling, crying, falling on the floor, attempting to leave the area, and throwing any items in hand or within reach

Date	Time/Activity	Antecedent	Behaviour	Consequence	Comments
Nov 7	9:30 Circle Time	Told to sit criss-cross	Yelling, crying, threw book	Removed from circle	Tired?
Nov 7	10:00 Centre Play – House	Another student approached and started playing	Screaming, crying, threw toy	Other student left	
Nov 7	12:30 Lunch	EA told him to eat his apple sauce	Screamed, threw spoon on the floor	Teacher put apple sauce away	
Nov 8	9:25 Circle Time	Sitting in circle for ~5 mins	Screamed, attempted to run away	Went for walk in hallway with EA	
Nov 8	10:00 Centre Play - House	Grabbed preferred toy from peer, told to give it back	Crying, threw toy	Removed to sit at desk, read social script about calming down	
Nov 9	9:30 Circle Time	Told to sit criss cross	Screamed, ran away	Brought back to sit at desk instead	
Nov 10	1:00 Assembly in gym	Sitting in assembly for less than 5 mins next to other students	Yelling, saying no, attempting to leave gym	Removed from gym	
Nov 10	1:45 Printing	Presented with a pencil and worksheet	Threw pencil, said no, ripped paper	Offered choice of activities	

Case Study - Dan

Dan is a 12 year old boy with Autism, Fragile X syndrome, and a mild intellectual disability. Dan is a very active student who enjoys any kind of physical activity. He also enjoys music, and volunteers in the library once a week during lunch. Dan is new to this school; he attended Grade 6 at another school but did not return there for Grade 7 because his parents were concerned that he was being bullied. Dan receives 5 hours of one to one SEA support per day, but is unsupported at lunch.

Dan has a history of conflicts with other students at this school. Over the last few weeks, other students in the lunch room have reported that Dan has been hitting or pushing them. When they tell him to stop, these students report that he either hits them again, calls them names, or runs away.

PREFERENCE PROFILE SHEET

Student: Dan   Date: November 24th   Recorder: Mr. Antrum

LIKES	DISLIKES	COMMENTS
• Music • Phys Ed • Stomp Rockets • Star Wars Lego • Transformers movies • Star Wars board games	• Unstructured time • Math	• Can become over-stimulated in crowded, noisy environments • Tends to seek deep pressure • Tends not to notice when he has knocked into a peer

ABC DATA

Behaviour: Physical aggression to peers - Any part of Dan's body comes in contact with another student with force.

Time: Data collected during lunch (12:00 – 12:45)

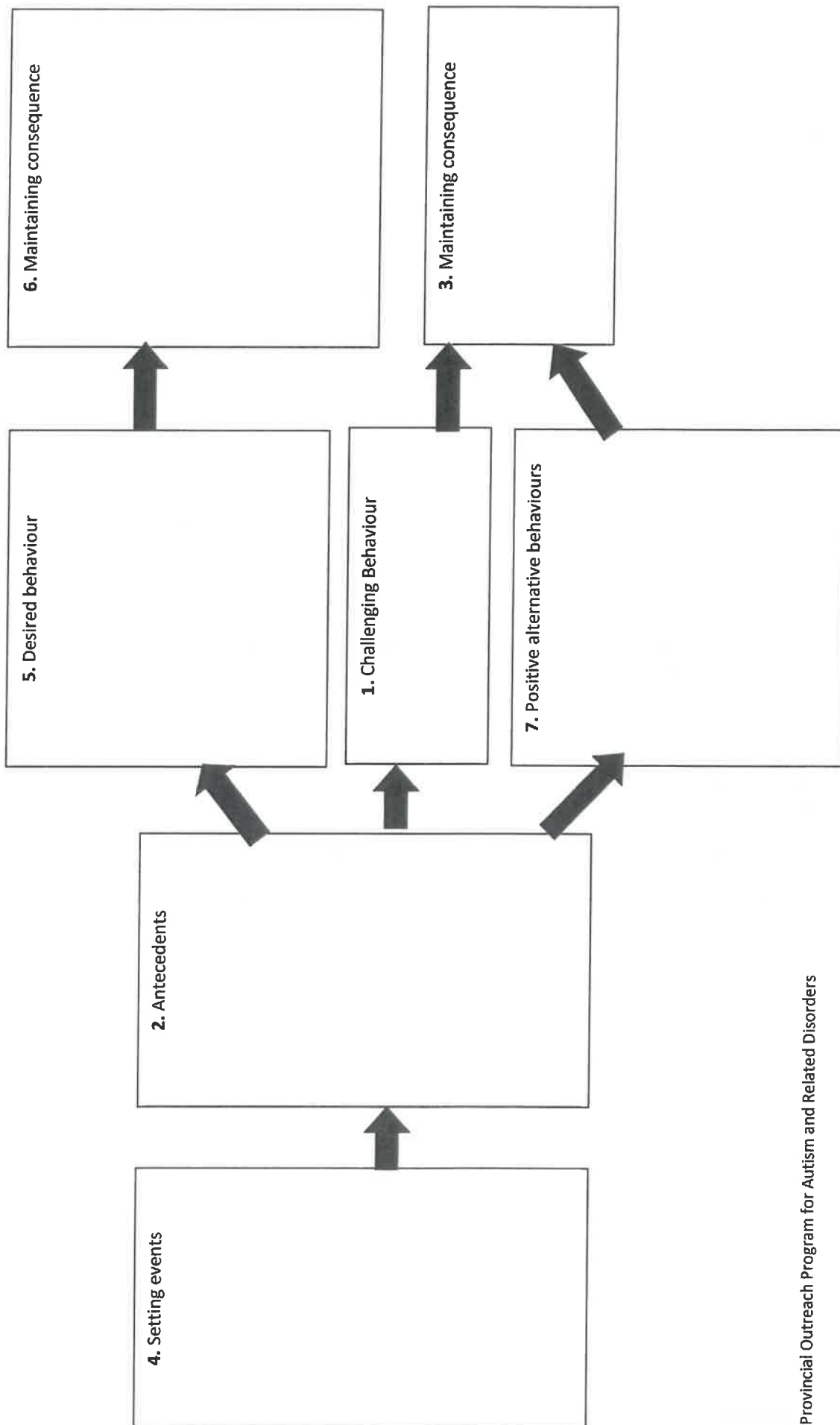| Date/ Time	Antecedent	Behaviour	Consequence
Dec. 5 12:15	Group of students laughing and talking at rear table	Dan banged into S., male peer, knocking him over	Lunchroom supervisor sent Dan to office
Dec. 6 12:30	Dan standing near C. at rear table	Dan pushed C., male peer	Peer told him to stop
Dec. 6 12:35	Peer told him to stop (same incident as above)	Dan swatted C. with one hand	Peer left area, told Lunchroom supervisor, who sent Dan to office
Dec. 8 12:20	M. showing peers his Lego Transformer	Dan tried to grab Lego	Peers stood in front of Lego, telling Dan to go away
Dec. 8	Same incident as above (Peers stood in front of Lego, telling Dan to go away)	Dan pushed into peer with his shoulder, knocking him over	Peers left area and notified lunchroom supervisor, who spoke to Dan about the incident
Dec. 9 12:45	F. told Dan to go away	Dan swatted F. hard on leg with open right hand	F. told Dan to stop and then left the area

Challenging Behaviour Pathway

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SETTING EVENTS

What events "set the stage" for the challenging behavior?

TRIGGERING ANTECEDENTS

What events immediately (within seconds) precede the problem behavior?

PROBLEM BEHAVIOR

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Escape:

_____ Avoid/Escape tasks

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Provincial Outreach Program for Autism and Related Disorders

Competing Behavior Pathway

Next, complete the competing behaviour pathway, identifying the desired behaviour in the situation (e.g., what should the student be doing?) and what consequence (reinforcer) could be put in place to maintain that behaviour. Identify alternative positive behaviours that the student could be taught to do which will result in the same consequence as the challenging behaviour.

6. Maintaining consequence

3. Maintaining consequence

5. Desired behaviour

1. Challenging Behaviour

7. Positive alternative behaviours

2. Antecedents

4. Setting events

Intervention Planning Sheet

Now, use the information to develop strategies in all areas (antecedent, consequence, teaching strategies).

Antecedent Interventions

Setting Event Interventions
Prevent the problem behavior
Strategies to reduce the occurrence/impact of the setting events:

Triggering Antecedent Interventions
Prevent the problem behavior
Strategies to reduce the occurrence/impact of the triggering antecedent:

Teaching Strategies

Replacement Behavior Interventions
Make the problem behavior unnecessary
Skills/behavior/response we will teach the student to do instead:

Consequence Strategies

Managing the Maintaining Function/Consequence
Encourage Positive Behavior
Reinforcers to deliver after the student engages in the desired or replacement behavior:

Discourage Problem Behavior
Extinction or punishment strategies after the student engages in the problem behaviour (may not be required):

INTERVENTION PLAN

WHAT Intervention Details - What is it? - What are the steps?	WHERE - Individual or class-wide? - In every class, or just some?	WHEN - When will you begin? - How often will you use the strategy?	HOW - Are there any resources needed to start? - What materials are needed and how can you get them?	WHO - Who will gather the needed materials? - Who will implement the strategy? - Is there any other support needed?	WHY - Why is this an important goal? - How will you be able to tell that it has been successful?