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Understanding and Addressing Challenging Behaviors: Expect Success

Webinar 10
Behavior Intervention Plan:
Antecedent Procedures



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Antecedent Procedures

In this section of the BIP, your team will address what typically happens before the target behavior by removing or changing conditions or events

- Be sure to individualize the interventions
- Keep the function in mind
- Address quick triggers
- Make the strategies match what is happening in the classroom
- Focus on strategies that are practical for staff

Loman & Stafford, 2015; Pennington, 2019



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Antecedent Procedures: Molly A.

1. Direct one-on-one instruction using discrete trial training and manipulatives to teach academic activities presented at circle time (i.e., math skills, reading skills) (See DTT AIM for instruction on this practice).

2. Teacher will provide both music and hands on activities during circle time on a daily basis. A whole class visual schedule will show the order of all activities and a mini visual schedule will be available for Molly to use when sitting in her chair at circle time (see Visual Supports AIM).



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Antecedent Procedures: Molly B.

3. Prior to circle time, a staff member will review a social narrative titled "Taking a Break from Circle Time".

4. During circle time, a staff person will be sure that there is a switch with a recorded message that says "I need a break" by Molly's chair.



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Antecedent Procedures: Molly C.

5. Prior to circle time and using a social script, Molly will be taught how to use a gesture (i.e., stop) to ask a peer to back away and not touch her. A visual reminder of the gesture will be available at Molly's chair.

6. Molly will be seated in a rocking chair next to classmates that are least likely to crowd her space or touch her at circle time.



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Discrete Trial Training (DTT)

- Break behavior down into small steps
- Each step has a clear beginning, middle, and end
- Trials are repeated several times
- Child rewarded for correct answers/actions
- Can be done 1:1, in classrooms, in homes



DASHBOARD > DISCRETE TRIAL TRAINING

What is DTT?



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Visual Schedule



DASHBOARD > VISUAL SUPPORTS

Defining Visual Schedules



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Social Narratives

Visually represented stories that describe social situations and socially appropriate responses or behaviors

Social Narrative: Pretending

Sometimes when I play with my friends, we may pretend to be someone else. Pretending means to act like someone else for a short time and then be myself again.

Sometimes, we might pretend to work at a grocery store. We might use pretend food and money in a play cash register. We pretend to be workers and shoppers.

Sometimes, we might play dress-up and pretend to be a doctor or nurse. Someone pretends to be a patient and someone pretends to make them better. When we pretend, we never use real medicine or other things that might hurt us.

When we finish pretending, my friends and I are ourselves again. We are like actors and actresses who perform a play and then, it is over. Pretending can be fun.



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Social Script

- Provides an individual with statements, comments and questions to use in specific social scenarios that they may have difficulty navigating on their own
- Can include conversation starters, responses to common questions, or even appropriate phrases to change the topic of conversation

When I want to play blocks with Kathy Jo, I can say, "Hey Kathy Jo, want to play blocks with me?"



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Antecedent Procedures: Joe A.

1. Joe's intervention specialist will receive lesson plans from gen ed teachers by Thursday of each week and decide what Joe needs to have previewed/pre-taught. As requested by his parents, this information will be reviewed with him at home.

2. Using written notes and verbal explanations, Joe will be primed by the IS, gen ed teacher, or aide about what work will be given before each gen ed class.



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Antecedent Procedures: Joe B.

3. Written instructions for each assignment will be given along with verbal directions and Joe will be given more time to process the information before expecting participation in the activity.

4. Joe will be seated near quiet, helpful peers away from the door in each classroom.

5. Joe will have noise canceling headphones available to use in each classroom.



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Antecedent Procedures: Joe C.

6. Joe's daily planner will have his home base pass, a reminder list on how to ask for help, and a list of calming strategies.

7. Social narratives on how to ask for help and express when it is too loud, what to do when he doesn't understand directions, and how to request a pass to go to home base will be reviewed first thing in the morning and as needed throughout the day. Parents requested copies so they can also review at home.



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Home Base

Strategy that provides support and allows individuals to:

- Prepare for or review the day's events
- Take a break from a stressful situation
- Regain emotional control to avoid a meltdown
- Recover after a meltdown
- Successfully cope with an unpredictable world

Coffin & Bassity, 2007



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Priming

Immediately prior to using a skill that can be challenging, the individual is verbally or visually reminded what to do

- Short and concise session
- Meant to familiarize, not to teach
- Can happen at home, at school, within student's routine
- Based on individual's need for time frame and repetition
- Supports difficulty with new tasks, social initiation, transitions, and need for exploration before engagement



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Visual Supports

- Make auditory information clear
- Clarify information
- Increase comprehension
- Can lessen adult dependence

Can include:


- Pictures
- Written words
- Timelines
- Objects
- Schedules
- Labels
- Scripts



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Visual Supports:
Checklist


Casey's Recycle Job



1. Please check ALL desks for Recycle Paper
2. It is OK to say "Excuse Me...Do you have Recycle?"
3. It is OK to skip a desk if you cannot find it and no one is at the desk.
4. Thank you so much!

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Visual Support:
Control Wheel

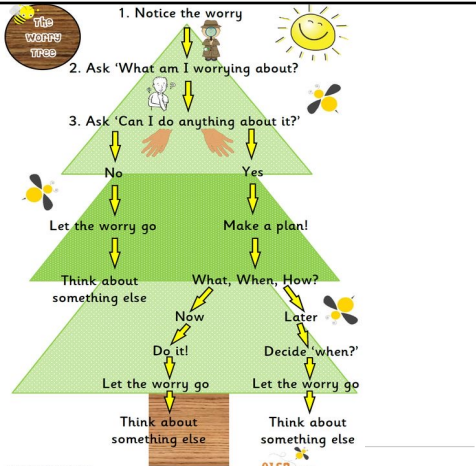


Credit: Daniel Sobel

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Visual Support:
Worry Tree



Adapted from Butler and Hoge 2007
ELSA

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Sensory Supports: Calming Activities

- Headphones to lessen sound
- Sunglasses to lessen light
- Ear buds with quiet, calm music
- Gum/chewy candy
- Easily available sensory areas (in the home, community, etc.)
- Massage/Yoga/Meditation/Aromatherapy/Mindfulness
- Apps for white noise
- Fidgets
- Breathing exercises
- Location considerations (room to move, personal space)
- Heavy blankets

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Antecedent Procedures: Rubin A.

1. Staff will decrease verbal directions and use visual supports (writing, drawing, checklists, directions) to show Rubin what to do.

2. Staff will individually build a relationship with Rubin through conversation and engagement in favored activities.

3. Staff will give positive reinforcement through text messages or emails.



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Antecedent Procedures: Rubin B.

4. ED teacher will teach and rehearse script with Rubin on "how to ask for help".

5. ED teacher will include reviewing social narrative/video modeling of "how to ask for help" on Rubin's morning schedule (See Video Modeling AIM for more information on this practice).

6. ED teacher will develop online graphic organizer web to show connection of school work to future occupation for staff and Rubin to use. Refer to Backward Planning form.



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Antecedent Procedures: Rubin C.

7. If Rubin appears tired due to family challenges, staff will adjust task demands as necessary.

8. ED teacher will provide direct instruction showing Rubin how to use reading level software to adjust the reading level of his assignments.

9. To give him time to adjust the reading level and to preview the content, Rubin will be given access to reading assignments early.

10. All teachers will build choice into assignments and small group work.



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Antecedent Procedures: Rubin D.

11. ED teacher will teach calming strategies using social narratives, visual supports, mobile supports, and video modeling (the strategy choice board will be placed in his planner).

- a. Positive self-talk
- b. Imagery (e.g., compare self-regulation to tuning an engine)
- c. Breathing techniques
- d. Listening to music



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Video Modeling

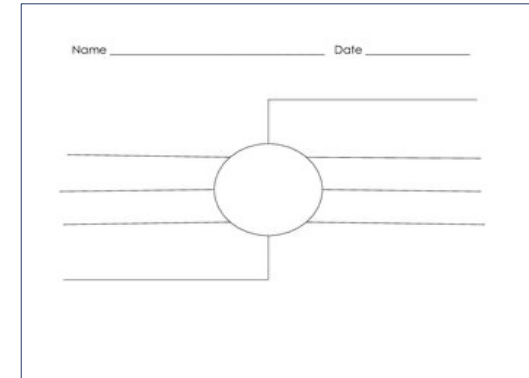
- Process of using a video to teach a behavior or skill
- Components include:
 - The individual or others (peers, adults) performing the desired skill or behavior
 - Video is played to the learner
 - Learner is asked to perform the skill or behavior
- Resources:
 - Make your own videos (be sure to have release forms)
 - YouTube (watch them all the way through before using)
 - TeacherTube



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Graphic Organizers

- Tools that help organize ideas
- Uses:
 - Structure writing
 - Problem-solving
 - Decision making
 - Planning research



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Person Centered Planning: Backwards Planning Form

EMPLOYMENT FIRST
OHIO

Backwards Planning Template *This Plan is for:*

Birthdate:	Time Span of this plan: From _____ To _____	Graduation Year	Team Coordinator			
Adult Employment Outcome or Goal As an adult, I plan to:		Adult Education / Training Outcome or Goal As an adult, I plan to:	Adult Independent / Community Living Outcome or Goal. As an adult, I plan to:			
Current Assessment Related to Milestone Date:	Steps to Reach Milestone Target Year _____	Steps to Reach Milestone Target Year _____	Steps to Reach Milestone Target Year _____	Steps to Reach Milestone Target Year _____	Steps to Reach Milestone Target Year _____	Milestone To Be Achieved By:

[VIDEO http://www.ohioemploymentfirst.org/view.php?nav_id=73](http://www.ohioemploymentfirst.org/view.php?nav_id=73)



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Assistive Technology (AT)

- Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability
- Information about AT is available at [Assistive Technology Internet Modules](http://www.atinternetmodules.org/) (ATIM <http://www.atinternetmodules.org/>)



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Assistive Technology for Reading

[ATIM Assistive Technology Internet Modules](https://atinternetmodules.org/)
(<https://atinternetmodules.org/>)

- Reading WATI (Wisconsin Assistive Technology Initiative) Part I
- Reading WATI Part II

[Assistive Technology Tools and Resources](http://attools.weebly.com/at-tools-for-reading.html)
(<http://attools.weebly.com/at-tools-for-reading.html>)

AT Strategies and Tools to Support Reading

- Reducing Complexity
- Summarizing Content
- Vocabulary
- Text to Speech
- Digital & Talking Books
- Reading Tools on the iPad & Chromebooks

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Additional Strategies

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Structured Teaching

A visually based approach to creating highly structured environments that support individuals with ASD

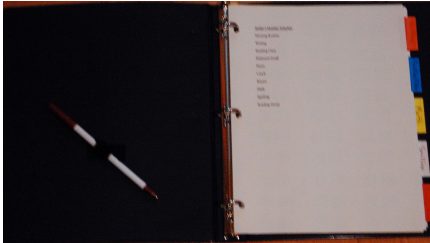

- Works across age groups
- Can happen in any environment (home, school, community)
- Main goal is independence



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Work Systems

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Structured Tasks

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Timers

Timetimer.com learningresources.com/

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Wait Time

- “Wait” is a skill that needs to be taught and practiced
- Teach “wait” at natural times
 - Bathroom
 - Cafeteria
 - Playground equipment
 - Checking in with the teacher

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Sensory: Awake & Alert Activities

- Ear buds with loud, fast music
- Gum- spearmint/peppermint
- Odors such as spearmint, peppermint, perfumes
- Cool air
- Fidgets
- Exercise
- Jumping up and down; spinning
- Sitting on rolling chair, exercise ball
- Alternate active and passive activities
- Pushing, pulling, carrying

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Expect Success

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Pragmatics: Social Language

Social Language includes using language for different purposes:

- greeting (e.g., hello, goodbye)
- informing (e.g., I'm going to get a cookie)
- demanding (e.g., Give me a cookie)
- promising (e.g., I'm going to get you a cookie)
- requesting (e.g., I would like a cookie, please)



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Pragmatics: Changing Language

Changing language according to the needs of a listener or situation:

- talking differently to a baby than to an adult
- giving background information to an unfamiliar listener
- speaking differently in a classroom than on a playground
- using different language with friends vs. adults



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Pragmatics: Following Rules

Following rules for conversation and storytelling:

- taking turns in conversation
- introducing topics of conversation
- staying on topic
- rephrasing when misunderstood
- how to use verbal and nonverbal signals
- how close to stand to someone when speaking
- how to use facial expressions and eye contact



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The Incredible 5-Point Scale

Simple scale that can teach:

- Social behaviors
 - Emotions
 - Abstract ideas
- Includes:
- Color coding and numbers for visual cueing
 - Develop scale with the individual

Resources:

- [Resource Gallery of Interventions](https://www.ocali.org/project/resource_gallery_of_interventions)
(https://www.ocali.org/project/resource_gallery_of_interventions)
- The Incredible 5-Point Scale Autism Internet Module [AIM](https://autisminternetmodules.org/)
(<https://autisminternetmodules.org/>)



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Incredible 5-Point Scale Example

Looks like	Feels Like	"I can"
RAGE MODE	- violent - impatient - even more violent	- fidget - take a break
Anger	- overreactive - short-tempered - violent	- fidget - walk - deep breath
Stress	- frustrated - stressed	- draw - count - deep breath
Legit	- happy - normal	Keep doing what I'm doing
"Happy Juice"	- calm - relieved - tired	- get a drink - stretch - run

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Zones of Regulation

What zone am I in?

- Based on Social Thinking, The Incredible 5-Point Scale & elements of sensory integration
- [Website](http://www.zonesofregulation.com/index.html)
- [App](https://zonesofregulation.com/the-zones-of-regulation-app.html)

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Power Cards

- Targets specific behaviors
- Uses student's special interest
- Entertaining
- Easy to develop
- Teaches cause and effect
- Targets specific behavior and consequence

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Power Card Example

T-Rex wants you to remember:

- Stay with your parents while shopping at the grocery store.
- Hold on to the grocery cart.
- Only put items in the grocery cart that Mom and Dad tell you to.
- This makes T-Rex happy!

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Cartooning

- Uses simple drawings to illustrate a social situation “gone bad”
- Insert speech bubbles for the individual to fill in what people said
- Insert thought bubbles for the individual to fill in what s/he was thinking and what s/he thinks others were thinking
- Use the cartoon to discuss what happened, to clarify what people might have been thinking, and to teach what to do differently



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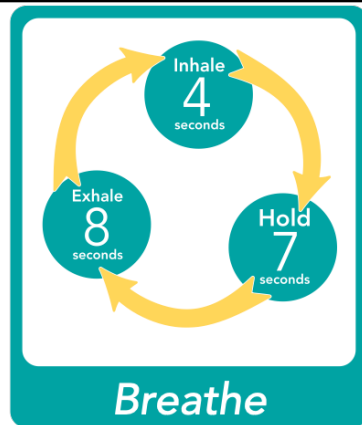
Example of Cartooning



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Breathing: 4-7-8 Technique

- Causes pressure on the vagus nerve in the abdomen and changes a person’s fight-flight-freeze reaction to a calmer reaction
- Can help calm anxiety or anger



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Behavior Steps Plan Chart: BIP Antecedent Procedures

Behavior Plan Steps Chart	
When Complete	<p>Challenging Behavior: Expect Success Process</p> <p>Complete Each Step</p> <p>Select the target individual. Create the behavior team.</p> <p>Identify underlying issues that may be associated with the behavior. Informal assessment questions are provided in the Guiding Questions Document: Section 1. Underlying Issues. See Behavior Form: Section 1. Underlying Issues</p> <p>Define the behavior in measurable terms. Questions to consider: What behavior is having an impact on the individual's ability to access learning, least restrictive environment, social opportunities, or safety? What behavior is the team going to focus on to learn a new process? See Behavior Form: Section 4. Target Behavior</p> <p>Think about actions and reactions of adults and peers. Use the questions to identify one thing others do that make things worse for your individual and one thing others do that make things better. See Behavior Form: Section 2. Impact of Actions and Reactions of Adults and Peers</p> <p>Identify antecedents, setting events, quick triggers, precursor behaviors, and consequences. These are your initial ideas related to the target behavior identified in Section 4. You may refine as you go through the process. To discover potential antecedents and consequences use the questions</p>



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Your Team's Turn: Antecedent Procedures

FBA & BIP Form

12. Behavior Intervention Plan	(Use Guiding Questions document)
Behavioral Objectives (Condition where it will occur/decrease or increase/measurement)	[Leave Blank]
Objective to Decrease Target Behavior (Based on baseline data)	
Objective to Increase Replacement Behavior	
Data Collection Procedures	
Antecedent Procedures (Look back to Items 1, 3, 7, and 8) <div style="text-align: right; margin-top: 5px;"> </div>	

Guiding Questions Document

Determine:

- What strategies need to be in place to support items related to the target and replacement behaviors from the following areas?
 - #1 Underlying Issues
 - #3 Antecedents
 - #7 Missing Skills
 - #8 Strengths, Interests, Preferences
- Keep in mind that 80% of strategies need to be antecedent strategies.
- What resources would be helpful for staff to learn more about the strategies?