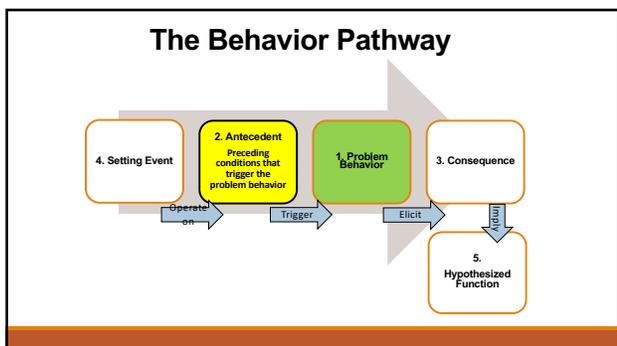




Behavior Pathway

2. ANTECEDENTS

1



2

Antecedents: Essential Characteristics

- Antecedents trigger behaviors
- They are observable and measurable characteristics of the environment.
- They are present in the environment prior to the occurrence of the behavior
- They have a directly functional cause/effect (if this, then that) relationship to the occurrence of a targeted behavior



3



**Antecedents:
Examples**

- **Location**- density of people, type of lighting, noise level, size of room, unfamiliarity.
- **Activity**- non-preferred, long, boring, lengthy, passive.
- **Task**- difficult, new, number of errors made, length (trials), physical effort required.

4

**Antecedents:
Examples**

- **Instruction**- pace, number and types of prompts, response opportunities, teacher proximity, availability of teacher attention or schedules for other forms of reinforcement.
- **People**- teacher directives, verbal/non-verbal prompts, tone of voice, past experience, unfamiliarity.



5

Antecedents

Examples	Non Examples
During math, the teacher gives a directive to complete a worksheet	Teacher directive
During ELA, independent reading time longer than 10 minutes	Independent work time
During a transition to recess, students talking loudly	Auditory sensitivity
During PE, Mrs. Jones approached stood next student	Angry, sad, frustrated (emotions)

6

Hempstead Antecedent Examples

- Checkmark:
- Demand/Request
 - Certain Student Moves Closer
 - Difficult Task
 - Transition (between task)
 - Transition (between setting)
 - Interruption in Routine
 - Negative Social Interaction
 - Consequence imposed for negative behavior

7

7

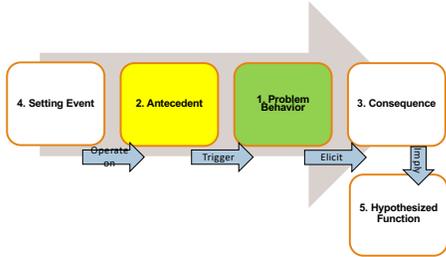
Antecedent Analysis

The **top antecedents** for inappropriate comments and gestures toward an adult occur mostly in the classroom when given the verbal directive by the teacher to complete a reading or writing task (i.e., "read the paragraph", "write your answer"). No specific patterns were noted with time of day, but the target behavior occurred mostly during reading and writing activities in all subjects. The target behavior was least likely to occur during math or science activities that included manipulatives.

8

8

The Behavior Pathway



9

9

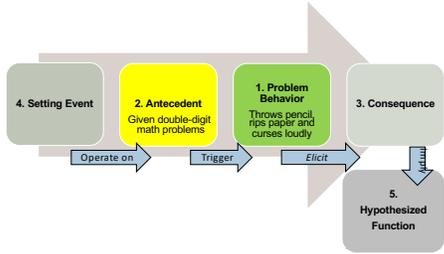
Joe's Behavioral Pathway...

During math time, when the teacher gives Joe double digits math problems, he throws his pencil, rips his paper, and curses loudly



10

Joe's Behavior Pathway



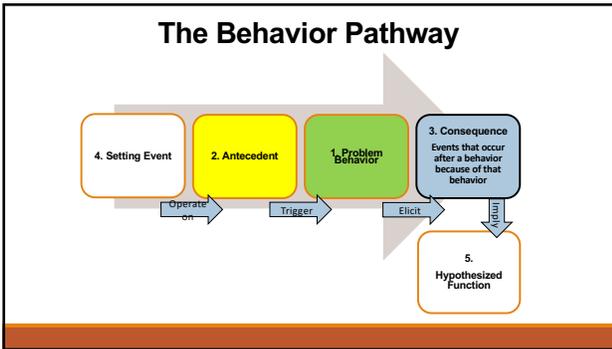
11

Behavior Pathway

3. CONSEQUENCE



12



13

Consequences: Essential Characteristics

They either:

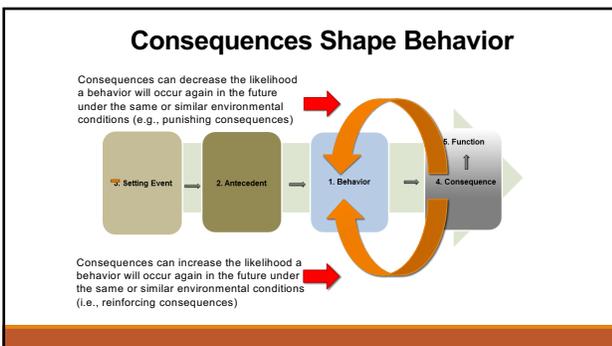
- Are observable and measurable reactions in the environment, or
- Create an internal state of pleasure or remove an internal state of discomfort (e.g., automatic reinforcement of stereotypical behavior)

They occur following behavior

They are functionally related to behavior in that a behavior is said to elicit/evolve the consequence, or cause the consequence to occur

Their functional relationship to behavior may also be said another way ---- consequences that are elicited/evoked by a given behavior may, in turn, sustain or strengthen that behavior (reinforce), or weaken or suppress that behavior (punish)

14



15

Consequence

EXAMPLES

The teacher said "don't do that"
 All of his peers in the classroom began to laugh out loud
 The teacher said "You only need to the first two problems"
 The teacher responded to another student who was raising his hand. She didn't call on the student.
 The teacher said "if you continue, you will need to leave the classroom."

NON-EXAMPLES

Verbal Redirection
 Planned ignoring
 Removal from the classroom
 Warning

16

Hempstead Example

- Behavior ignored
- Reprimand/Warning
- Communication with home
- In school suspension
- Time out
- Loss of incentive/priveledges
- Demand kept on
- Sent to office/removed from class
- Out of school suspension
- Other: verbal redirection

17

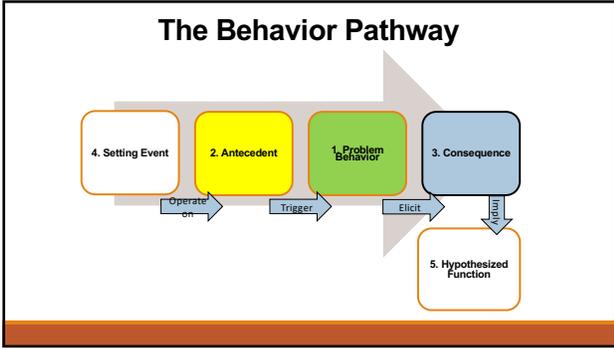
17

Consequence Analysis

The top consequence associated with inappropriate comments and gestures toward adults included being verbally redirected by the teacher in the form of "that was not nice," "it is time to do your work," or "I don't like when you say that." At time, the verbal redirection comments lasted up to 5-10 minutes in which the student and teacher engaged in a back and forth conversation and student completed only partial work or did not complete the directed task.

18

18

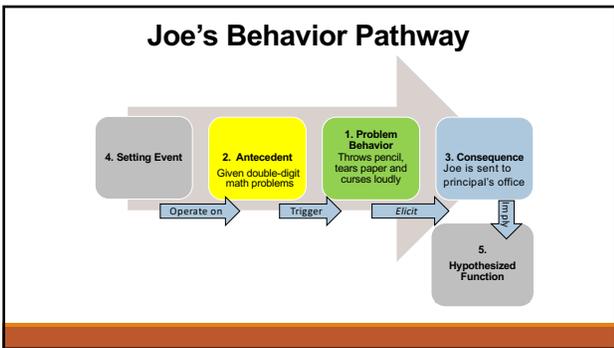


19

Joe's Behavioral Pathway...

During math time, when the teacher gives Joe double digits math problems, he throws his pencil, rips his paper, and curses loudly. The teacher sends Joe to the principal's office.

20



21
