



# A Is for Antecedent and Behavior Planning

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# In This Session

Focusing on the beginning step to any behavior analysis or evaluation

- Definition
- Potential sources
- Identification strategies
- Scenario practice

Functional Behavior Assessments

Behavior Plans, formal and informal

# Definition

Antecedent:

An event, activity, or environmental stimulus preceding a behavior

- immediately before
- accumulation of previous events
- a collection of events

# Definition cont.

- Antecedents precede any behavior:
  - Desired–self starting, requesting help
  - Undesirable–kicking, spitting, hitting, self-injurious
  - Neutral–age appropriate, self-stimulatory
- They are external to the target individual
- Antecedents are present regardless of any disability or misinterpretation of the environment by the individual (Ex. ED, Autism, DD–there is still an antecedent that precedes the behavior)

# Potential Sources

- ▶ The entire environment must be considered in identifying an antecedent, including:
  - Current setting
  - Layout of the setting
  - Visual stimuli
  - Person (people)
  - Scents
  - Sounds
  - Smells
  - Temperature
  - Task or activity
  - Subject matter or content
  - Prior reinforce
  - Touch
  - Texture or tactile quality of an item, carpet, chair
  - Schedule
  - Routine

# Guiding Questions

Use wh- questions to guide your analysis of antecedents

Examples:

- Who is in the room/setting?
- Who has approached the student?
- Who is closest? Furthest away?

# Guiding Questions

- What is happening in the room/setting?
- What is the expectation at this time?
- What is the content?
- What level of independence is required?
- What level of structure in the directions or task?
- What time of day?
- What are other students doing?
- What are adults doing?
- What is the lighting level? Sound level?

# Guiding Questions cont.

- When do you see the target behavior?
- When do you see the replacement behavior? Desired behaviors?
- When in the day? Morning? Mid-day? Afternoon?
- When in the schedule? Structured lessons? Independent work? Unstructured time?
  
- Where does the target behavior occur?
- Where are the adults?
- Where are the peers?
- Where in the classroom?
- Where in the school?



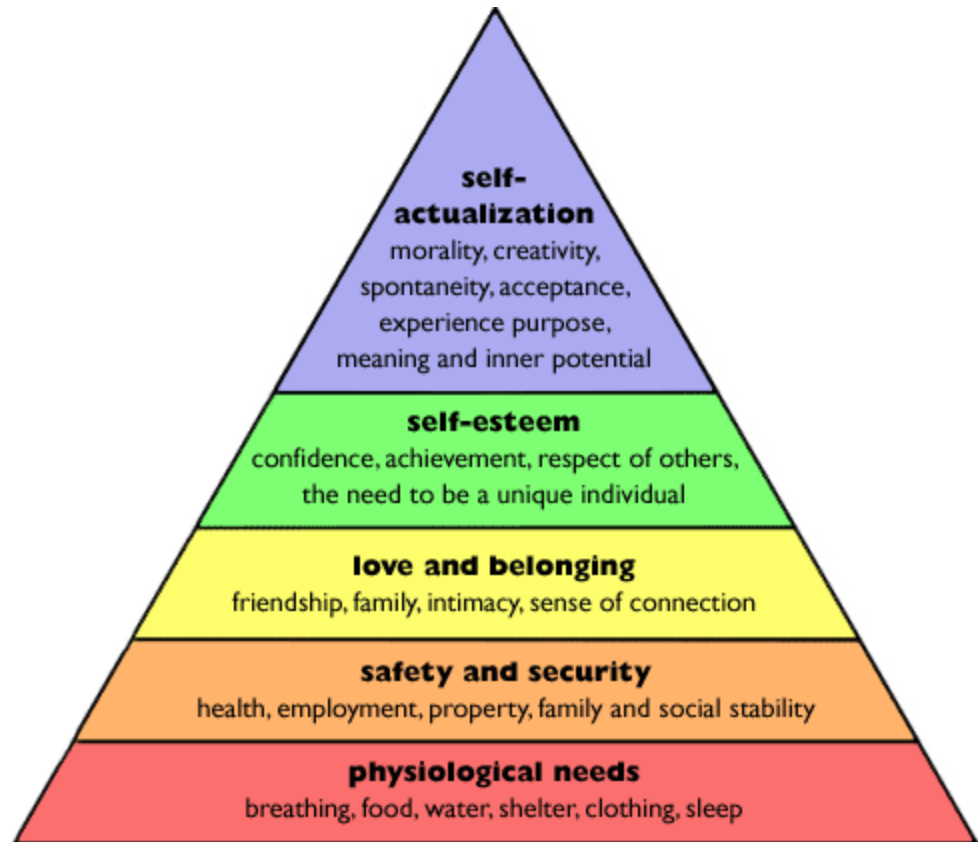
# Mitigating Factors

Behavior can result from a combination of the antecedent and additional factors unique to that day or student

- Hunger/thirst
- Lack of sleep
- Medication side effect
- Overall health
- Recent loss or dramatic change to routine

# Mitigating Factors

- Maslow's Hierarchy of Needs reflects these same mitigating factors.
- These are the factors that change the degree, intensity or perception, but are not antecedents or consequences.



# Identification Strategies

Identifying antecedent(s) of a problematic behavior often involves multiple sources of data including:

- Structured observations–ABC
- Observations in multiple setting
- Observations during multiple tasks
- Functional Behavior analysis
- Motivation assessment
- Reinforcer assessment

ABC Data Sheet

Antecedent	Behavior	Consequence

Created by Shelly Phillips

## ABC Data Sheet

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Date	Time	Antecedent	Behavior	Consequence	Function
					___ escape/avoidance ___ gaining attention ___ expression of anger ___ frustration ___ obtain tangible item ___ sensory stimulation ___ fear/anxiety ___ other: _____
					___ escape/avoidance ___ gaining attention ___ expression of anger ___ frustration ___ obtain tangible item ___ sensory stimulation ___ fear/anxiety ___ other: _____
					___ escape/avoidance ___ gaining attention

ABC BEHAVIOR CHART  
(Antecedent, Behavior, Consequence)

Name:

Grade:

Date: \_\_\_\_\_

Setting Information:

Time/Staff	Situation/Antecedent	Behavior	Consequence
		Off task: Hitting: Screaming:	
		Off task: Hitting: Screaming:	
		Off task:	

# Let's Practice

- You will have a sheet with 4 scenarios
- Work with a small group or individually to work through the scenarios to determine the antecedents
- We will then share out and discuss

# Let's Practice

## ABC Analysis

Date \_\_\_/\_\_\_/\_\_\_ Name of Person Observed: \_\_\_\_\_ Observer: \_\_\_\_\_

Behavior(s): \_\_\_\_\_

Date	Time	Antecedent	Behavior	Consequence	Possible Function



## ABC Analysis

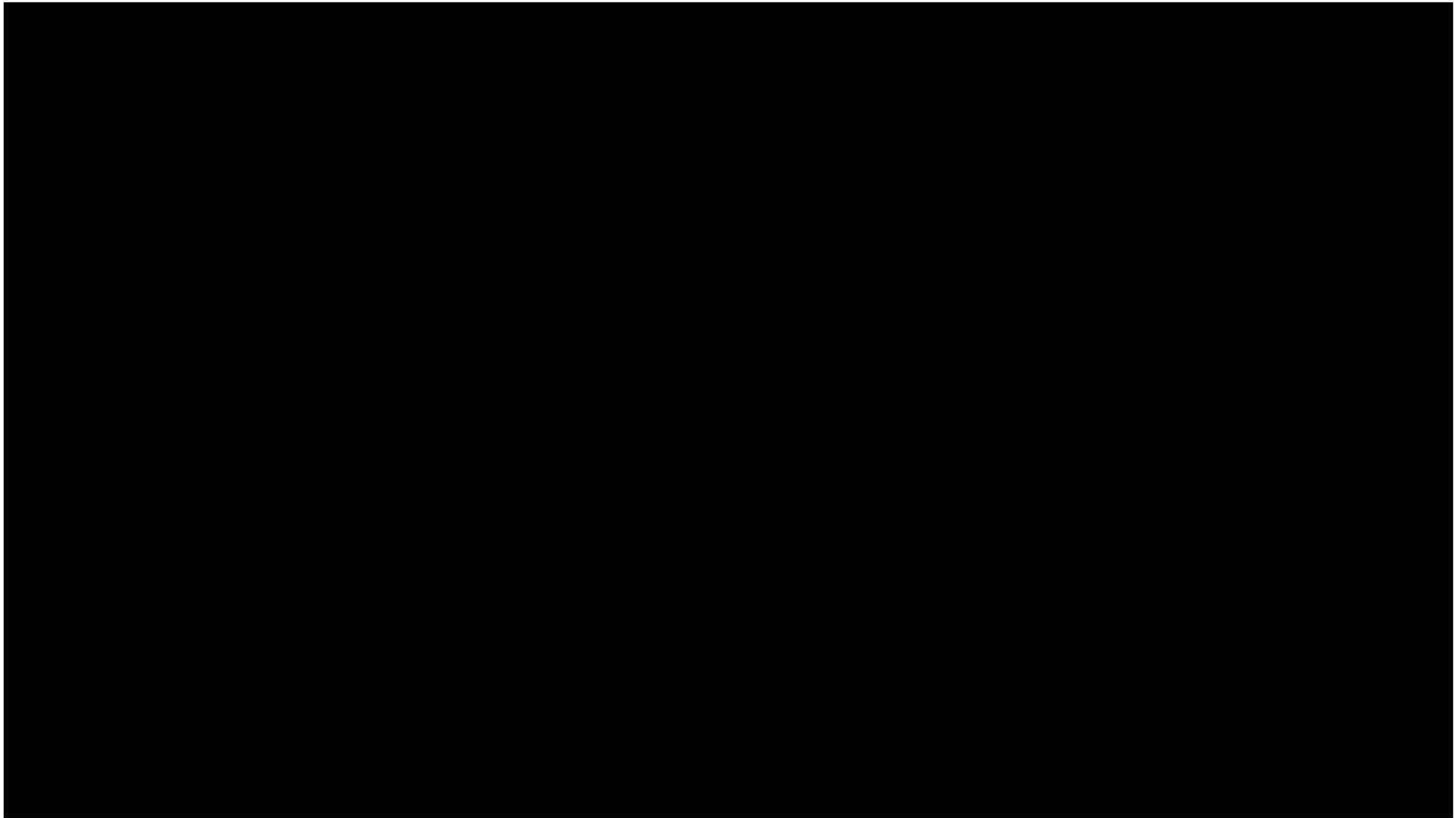
Name: *George*

Description of behavior(s) of interest: *humming loudly, telling an inappropriate joke, putting head on desk, refusal to participate, throwing books.*

<b>Date</b>	<b>Time</b>	<b>Antecedent</b>	<b>Behavior</b>	<b>Consequence</b>	<b>Possible Function</b>
2/7/99	9:40am	<i>Teacher announces it is time for reading</i>	<i>Tells inappropriate joke</i>	<i>Peers laugh, class disrupted</i>	<i>Escape/Atten.</i>
2/7/99	9:45am	<i>Teacher calls on George to read first</i>	<i>Throws book</i>	<i>Sent to office</i>	<i>Escape</i>
2/8/99	9:35am	<i>Teacher asks George to pay attention</i>	<i>George crouches down so he can't see</i>	<i>George can't see instruction</i>	<i>Escape</i>
2/8/99	9:40am	<i>Teacher instructs class to move into reading groups</i>	<i>George sighs, puts head on desk</i>	<i>George doesn't join his group</i>	<i>Escape</i>
2/8/99	9:42am	<i>Teacher asks George to move to his reading group</i>	<i>George slams his book shut</i>	<i>George's teacher warns him not to throw book</i>	<i>Escape</i>
2/8/99	9:50am	<i>Teacher says go to your group</i>	<i>George throws his book and walks out of the class towards the principal's office</i>	<i>Avoids reading group</i>	<i>Escape</i>

# Video Practice

- We will watch a short video
- During the video, you will be completing an ABC chart for the behaviors you notice
  - If you would like to focus on one individual, it will simplify this task, but you may focus on the group as a whole if you would like





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# Debrief Video ABC



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**Next Step: FBAs**

# Behavior

- For all chronic behavior concerns, there are 3 main ways to address the planning and development of consistent intervention and support:
  - Measurable Annual Goals
  - Functional Behavior Assessment (FBA)
  - Behavior Intervention Plan (BIP)

# Functional Behavior Assessment (FBA)

- Behavior is complex and influenced not only by the environment, but also by the individual's perception of what is happening.
- It is ineffective to "guess" in developing a behavior plan.
- Often "guessed" or "assumed" functions of behavior can lead to more dangerous behavior.
- When the student's behavior is dangerous either to others or themselves, **it is detrimental to "guess" or "assume" the function of the behavior.**

# FBA cont.

An appropriate FBA reduces the level of guessing by determining:

1. What is the antecedent (precedes) the behavior?
2. What does the student get from the behavior? Or what is the student's motivation for engaging in the behavior?
3. What motivates the student positively?
4. Does the student use an appropriate or replacement behavior? If so, when?
5. When is the behavior most concerning? When is the student most successful?



# FBA cont.

Adults often have two different approaches to dealing with problem behaviors. These different approaches are based on different beliefs.

One belief is that the child **is** a problem,

and the other is that the child **has** a problem

<http://www.wrightslaw.com/info/discipl.fba.jordan.pdf>

# FBA cont.

A student is seen in the hallway during scheduled class time. They are asked “where are you supposed to be?” The student then runs quickly away and out of the building.

Student IS the problem: They are disrespectful and don't even want to be at school

Student HAS a problem: Student is not sure what the question was, if they are in trouble, or what to do. They are running because they are scared of a consequence.

# Data Collection related to FBA

One option for process and forms is available at:

[http://www.state.tn.us/education/student\\_support/eligibility.shtml](http://www.state.tn.us/education/student_support/eligibility.shtml)

Data needs to be collected by a variety of people throughout the day

- Teacher observations
- Targeted observations
- Parent interview
- Student interview
- File review

# Data to Determine Function

- The data collected will be analyzed to determine the **function** or motivation for the behavior.
- There are 4 main categories of **function**:
  - Escape/Avoidance
  - Affiliation
  - Tangible
  - Sensory
- These are also the 4 main categories of **reinforcement**
  - Component 12 of the Special Education Implementation Guide has the Motivation Assessment Scale
  - [http://www.state.tn.us/education/student\\_support/special\\_ed/spec\\_framework\\_implementation\\_guide.pdf](http://www.state.tn.us/education/student_support/special_ed/spec_framework_implementation_guide.pdf)

# Potential Sources

The function can be determined by examining antecedents to behaviors as well as the consequences

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- Layout of the setting
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# FBA Summary

- Data is necessary to create a strong hypothesis
- Data should determine hypotheses about the:
  - Function of the target behavior
  - Replacement behaviors
  - Reinforcer(s) of the target behavior
  - Reinforcer(s) for the replacement behavior



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# Behavior Plans

# Behavior Plans

Behavior plans may be informal such as:

- Behavior contract
- Daily points
- Self-tracker

Informal behavior plans can work for the majority of students if the plan **clearly**

- outlines expected behavior,
- consequences,
- and reinforcements including schedule for receipt of reinforcement. (*\*Please note, as a student masters expected behavior, reinforcement should switch to a random, intermittent schedule, but only at mastery.*)

# Who Needs a Formal Behavior Intervention Plan?

- Any student who has been removed from the educational setting through ISS, OSS, expulsion and had a FBA due to manifestation
- Students with chronic behavior that removes them from the LRE, even to a sped setting should be considered for a BIP
- Not necessary for:
  - Students who have a behavior deficit that can be addressed through goals/objectives AND the behavior is not harmful or dangerous
  - Students whose behavior can be addressed or extinguished through accommodations (extended time, flexible setting, visual schedule)

**Indicate how the behavior will be addressed on the IEP and revisit this every time you update the IEP. A student may not require a BIP in the future.**

# Behavior Intervention Plan (BIP)

A **formal** action plan to address the function or motivation for the undesired behavior while simultaneously encouraging and supporting positive behavior.

The plan includes:

- The FBA results including the hypothesis for the target behavior
- Replacement behavior
- Positive reinforce
- Environmental strategies
- Clearly defined consequences
- Crisis plan
- Data collection plan
- Roles and responsibilities of staff members

# Behavior Intervention Plan (BIP)

In order to develop a strong plan, it should be written with:

- Clearly defined expectations
- Identified specific replacement behaviors
- Personalized positive reinforcement
- Clearly identified consequences and/or discipline
- Plan for reviewing progress to refine, alter, or address and new information/behaviors

# Clearly Defined Expectations

- Anyone should know whether or not the student is doing the target replacement behavior
- Observable
- Location, time, and degree is defined
- 1-3 behaviors to extinguish or reduce
- Target goal should mirror same age peers

# Clearly Defined Expectations Examples

- Remain with the classroom until dismissed by the teacher or the bell
- Keep hands, feet, and head to self
- Sit at the desk on a chair
- Use objects for the intended function only
- Use publically appropriate language, (PG rated) while in class
- Arrive to class within 2 minutes of bell
- Bring required daily materials (textbook, notebook, pencil)
- Present Check In and Connect (Check In/Check Out) form to teacher
- Share opinions in class only when requested
- Maintain a conversational level equivalent to the others in the room



# Connect to Practice

- Work in pairs or small groups to come up with some examples of expectations you have for a student (s) in clear terms

# Identified Replacement Behaviors

- Should relate directly to the target behavior
- Must meet the need or the function of the target behavior
- Must be an age appropriate behavior with age appropriate level of success as the target

# Identified Replacement Behaviors Examples

- Students runs out of the classrooms and/or building
  - Student requests time in “safe spot” through the use of a signal
- Student bites adults, self, or peers
  - Student uses a safe necklace, pencil topper, or hard candy to chew when needed
- Student yells and throws items at the teacher
  - Student requests time to talk with the teacher or moves to a seat near the teacher
- Student steals from the cafeteria
  - Student assists in the cafeteria to earn a small snack or “money” in their lunch account

# Connect to Practice

- Work in your same pair or group to identify possible replacement behavior(s) for some of the behaviors you outlined in clear expectations

# Positive Reinforcement

- Specific to the target behavior
- Defines for the student when it was done correctly and why
- Honors the student's reinforcement preferences
- Quick, easy, inexpensive

# Positive Reinforcement

- “Great job \_\_\_\_\_, during \_\_\_\_\_”
- You may have 5 minutes to use your iPod
- Tonight you may reduce your homework by 3 math problems
- A sticker
- Snack or small treat
- Token economy
- Talking chip
- Chosen preferred seat at lunch/classroom
- Work with a peer
- Speech-to-text software privilege
- Extra recess/p.e./walk
- High five
- Phone call home

# Connect to Practice

- Work in pairs or small groups to brainstorm the positive reinforcement you have available already to consider when writing a BIP

# Consequence and/or Discipline

- Punishment is exerting power over another to “get even”
- Consequence: can be positive, negative or neutral. Direct result of a choice or behavior
- Discipline: instruction or self-control

As educators, it is our duty to assist students in learning self-discipline so they can choose behaviors that received the desired consequences.



# Consequences and/or Discipline cont.

- Defines the staff reactions to the behavior
- Provides the student structure and predictability
- Includes the parent input
- Focuses on teaching the student self-discipline and self-monitoring

# Connect to Practice

- Working alone,
- Reflect on your current discipline for students at risk
  - Is it consequence focused?
  - Discipline focused?
  - Punishment focused?
  - Do students know what to expect?
  - Do parents know what to expect?
  - Do teachers/staff know what to expect?

# Review the Plan

- Even with strong data collection, collaboration, and thoughtful planning the BIP may not be entirely effective the first time
  - Remember, it is a plan for improvement, not a magic wand, give it some time (3-4 weeks unless at a crisis level during that time)
  - There may be more the student is telling us that we just haven't heard clearly yet,
  - If at first you don't succeed, try again. This is about a student's life, not that moment

♥ FB/JOYOFMOM ♥

The kids who  
need the most  
love will ask  
for it in the  
most unloving  
of ways.



# Contact Information

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