

# **"Stop the Madness": Using Preventative Measures to Prevent the Escalation of Behaviors**

**Audra Hastings, LBA/BCBA**  
**Licensed Board Certified Behavior Analyst**  
**Educational Consultant**  
**[audrahastings65@yahoo.com](mailto:audrahastings65@yahoo.com)**

## **What do we know about student behavior?**

- **Persists**
- **Increases or worsens**
- **Builds frustration with staff**
- **Difficult separating the student from the behavior**
- **Established part of the student's repertoire**

### **What do we need to know before we implement strategies?**

**Antecedents** - what was happening or who/what was present right before the behavior that **signaled/cued** the student to perform a **learned** behavior.

- **Where/When/with whom** does the behavior occur?
- What **activity/activities** does the behavior occur?
- What are **other students or staff** doing when the behavior occurs?

**Setting Events** - prior events or conditions (internal or external to the student) that influences the probability of behavior.

**Setting Events** have carryover effects on a student's behavior.

### **What do we need to know before we implement strategies?**

**Consequences** - events which **follow** the behavior and appear to **Maintain** (Reinforce) its occurrence. This is the **Pay Off** for the student.

- Allows students to **Gain Access** to desirable conditions or....
- Allows students to **Escape/Avoid** non-desirable conditions



## **Get/Obtain or Get Away**

- 1. Attention**
- 2. Access/Tangible**
- 3. Escape/Avoidance**
- 4. Automatic Sensory**

### **Start with Analyzing Observation Data**

- Antecedent, Behavior, and Consequence data
- Frequency & Duration data
  - Latency – the time between a stimulus and a student's response to that stimulus (time between directive/prompt/cue and desired behavior)
  - Inter-Response Time – amount of time between **SAME** behavior
- Social Positive Praise/Reinforcement & Redirection/Prompts/Cues
  - Whole class and Specific student
- Procedures/Routines/Expectations

### How can we use latency data?

**Latency** – the time between a stimulus and a student's response to that stimulus (time between directive/prompt/cue and desired behavior)

- Looking for strategies to **decrease the latency** or the response time between the demand/cue and the desired behavior
- Can be used to prevent target behavior by identifying the length of time between a triggering event (**antecedent**) and the occurrence of target behavior
- Allows us to know the length of time (baseline data) a student will “wait” for “attention” or “help”

### How can we use Inter-Response Time (IRT) data?

**IRT** - Records that **amount of time** between the **same behavior**.

- It will let you know how long the student goes on average **WITHOUT** engaging in the target behavior
- Calculating IRT is a good way to determine an appropriate interval length for Differential Reinforcement of Other Behavior (DRO) schedules

**Antecedent Strategies – Proactive Strategies** (All Functions)

**Can I make changes to this environment to support the student and prevent or make the problem behavior less likely to occur?**

**Environmental/Room Arrangement/Transitions**

- **Do I need to Change where the student sits?**
- **Do I need to make changes to the student’s workstation?**
- **Do I need to change my clothing or dress**
- **Do I need to modify transitions?**

<p><b>Transition:</b> Time of the day? Transition between which activities?</p>	<p><b>Strategies to use before the transition:</b></p>	<p><b>Strategies to use during the transition:</b></p>	<p><b>Strategies to use after the transition:</b></p>
<p>7:20am– 7:25am  Arrival from the bus to the cafeteria.</p>	<p><b>Preferred</b> Staff is present and waiting to greet and get student off bus.</p>	<p>Preferred Staff escorts the student to the cafeteria to sit with a <b>Preferred</b> peer buddy.</p>	<p>Preferred Staff gives the student a fist bump when student sits at the table with peer buddy.</p>

### **Antecedent Strategies – Proactive Strategies** (All Functions)

**Can I make changes to this environment to support the student and prevent or make the problem behavior less likely to occur?**

- Visual Student Schedule/Checklists
- Visual and physical boundaries defined (work/play/sensory regulation areas)
- All materials and work demands are made and ready before class starts

### **Escape/Avoidance Antecedent Strategies**

- Incorporate choices into the schedule and work tasks
- Provide different ways the student can complete the assigned tasks
- Visual Student Schedule/Checklists
- Visual Timers - with auditory/visual cues
- Provide more frequent breaks (based on baseline data)
- Prime student for all transitions
- Utilize Start/Do request instead of Stop/Don't request
- Incorporate the student's interests into the work tasks
- High-P Request – Behavior Momentum

### **Attention Antecedent Strategies**

- High-P Request
- Use short and specific commands. Do not use a question format to give demand. All staff need to use same “Scripts” or Language for all Demands
- Non-contingent reinforcement (i.e., provide attention on a fixed time schedule)
- Allow for frequent opportunities to respond
- Provide high-quality verbal praise (e.g., enthusiastic, behavior-specific)

### **Access/Tangible Antecedent Strategies**

- Use a visual schedule to indicate when and for how long the preferred item will be available
- Non-contingent reinforcement (i.e., allow access to the item on a fixed time schedule)
- Provide adequate opportunities to have access to the preferred item

### **Sensory Antecedent Strategies**

- Enrich the learning environment with sensory items/activities
- Provide a set time for sensory behaviors
- Provide more socially acceptable way to access the same sensory input
- Include sensory activities in instructional tasks

### **Teaching Strategies**

#### **FCT/Alternative Replacement Behavior**

- Replacement Behaviors should serve the **SAME Function**
- **Less Effort** – Easier to Do!
- Pays off frequently – **More Efficient** than Problem Behavior
- **Socially Acceptable** across settings and age-appropriate



## Appropriate Replacement Behaviors?

Dalton is 16. He curses and throws items when asked to do difficult tasks. The cursing is maintained by **Escaping** or **Avoiding** difficult tasks.

1. Serve same Function? Does it provide **Escape or avoiding difficult tasks?**

### Possible Replacement Behaviors:

~~More rewards for doing tasks~~

★ Asking for a break

~~Asking to play w/ his phone~~

~~Requesting adult attention~~

~~Asking to work with a peer~~

Start w/ the Function

2. Is it easier to do than problem behavior?

3. Is it socially acceptable?

## Appropriate Replacement Behaviors?

John is 14; has severe intellectual disabilities; does not use oral words; and hits his head. Head hitting is maintained by adult attention seeking during work periods.

1. Serve same Function? Does it provide **adult attention?**

### Possible Replacement Behaviors:

~~Use iPad to request peer help~~

~~Sign for "help" to another student~~

~~Take completed work up to show the teacher~~

~~Move to sit by another student~~

★ Use picture communication system to request teacher help

Start w/ the Function

2. Is it easier to do than problem behavior?

3. Is it socially acceptable?

## Appropriate Replacement Behaviors?

Kathe is 6; She has autism and has great expressive communication skills; and hits, spits and pinches peers. This behavior is maintained by Seeking Peer Attention.

Start w/ the Function

1. Serve same Function?  
Does it provide **Peer attention**?

### Possible Replacement Behaviors:

~~Use Ipad to request peer help~~

~~Saying "help please" to teacher~~

~~Saying "Ipad please" to teacher~~

~~Getting up and sitting by another student~~

★ Saying "May I work with Lisa?" to request peer help

2. Is it easier to do than problem behavior?

3. Is it socially acceptable?

## Teaching Strategies

### Social Skills

- Social Stories; Power Cards
- Accepting "No"
- Waiting
- Taking Turns
- Perspective Taking/Problem Solving
- Social/Emotional Regulation strategies and charts

## **Consequence Strategies**

- Blocking
- Prompting
- Reinforcement (Consequences to **Increase** Desired Behaviors)
- Punishment (Consequences to **Decrease** Unwanted Behaviors)
  - Use as a **last resort** after all positive strategies have been implemented

# **Thank you!**

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