Module 6

Antecedent and Setting Event Manipulations
"Our basic nature is to act, and not to be acted upon. As well as enabling us to choose our response to particular circumstances, this empowers us to create circumstances."

Covey, S. (1989). The 7 Habits of Highly Effective People
Definitions of Key Terms

- Antecedent
- Setting Event
- Discriminative Stimulus
- Stimulus Control
- Establishing Operation
How to describe antecedents?

Antecedents are events that happen before the behavior.

There are two types of antecedents:

- Setting Events - Slow triggers
- Discriminative Stimuli - Fast triggers
Setting Events (Slow Triggers)

- may happen in or out of the classroom
- are conditions that increase the likelihood behavior will occur
  - oversleeping
  - no breakfast
  - forgotten medication
  - conflict with . . .
Discriminative Stimuli (Fast Triggers)

- Stimuli that are present immediately before each performance of a behavior can come to serve as discriminative stimuli.

- Capable of producing the behaviors with which they are associated.

- Discriminative stimuli signal the opportunity for reinforcement or punishment given the occurrence or nonoccurrence of behavior.
Discriminative Stimuli

Examples:
- assignments too difficult/easy
- teasing/sarcasm
- challenged by other

- may be consistent
  - When anyone asks him to sit down

- may be unique to one situation
  - When Mr. Jones asks him to sit down

Types of variables:
- Medical/Health
- Curricular/Instructional
- Environmental
- Social/Emotional Cultural
Stimulus Control

When the presentation of a stimulus produces behaviors, it is said to have stimulus control over those behaviors.
Establishing Operations

Events at one point in time may change the likelihood of a behavior by momentarily altering the value of consequences.

Often used interchangeably with Setting Events.
Types of Antecedents and Setting Events

- medical and physiological issues
- environmental conditions
- social and interactional factors
- curriculum and instruction
- personal and control issues
Some examples of antecedents that affect behavior?

- Noise level
- Temperature
- Lighting
- People
- Anxiety
- Hunger
- Pain
- Fatigue
Role of Antecedent and Setting Event Manipulations

- ameliorating or preventing problem behaviors
- creating opportunities for adaptive skill instruction
Modifying the Context

- remove or modify environmental conditions to prevent or decrease problem behaviors
  - minimize the likelihood of the event
  - neutralize the effect of the event
  - withhold the discriminative stimulus

- embed or enhance aspects of the environment that will promote positive behavior changes
  - add prompts for desired behavior
  - increase the value of reinforcers

- modify broader setting events and lifestyle patterns to create conditions that facilitate comprehensive, durable behavior change
Predictability

"The extent to which an individual can anticipate events, activities, reactions, and outcomes in their environment."

Eno-Hieneman, Dunlap, and Reed, 1995

- consistency of the social and physical environment
- activity schedules and the structure of routines
- opportunities for choice making and personal control
Predictability

- Why is predictability important in our lives?
- How do we feel in unpredictable situations?
- What are some strategies we might use to address such situations?
The Need for Predictability

Always eats chicken or eggs before going out to play

Eats the same meal at night: Two hot dogs, a bag of BBQ potato chips, iced tea

Prior to play, touches one friend on the back of his leg and then another on the hands

Must leave home at the same time every day

Must play catch with the same friend, and must always face the same direction when doing so

Has worn the same two things for almost twenty years

Always shuffles feet in the same way during his favorite song
Why is predictability important?

“"It’s to make the day go by. If I had one or two, I wouldn’t have anything to do. So I have 80 or 100 that I go through each day and they fall into place. When they fall into place, I know exactly what I’m going to do along the way. This makes me relax and get into the frame of mind I need to be in.”

Wade Boggs
Why is predictability so important in the area of autism?

- Different awareness of environmental and social cues/expectations

- Lack of variety of critical alternative skills such as self-monitoring, communication, choice-making, etc.

- Negative reactions to lack of structure

- Predictability is first step in control of the environment
Overview of effective approaches

- Antecedent supports
- Teaching alternative skills
- Choice-making
- Self-monitoring
- Priming
Highlight two effective strategies

- Visual strategies
- Social stories
Types of Visual Supports

- Environmental arrangements
- Calendars
- Schedules
- Choice boards
- Social stories
Social Stories

- Describe social situations and relevant social cues
- Describe desired responses
- Provide information on what is occurring and why
- Written based on individual needs identified through:
  - Observation
    - Social skills assessment
    - Social skills curriculum
Social Stories

Can be used to:

- Explain the perspective, experiences or behavior of another individual
- Explain fictional qualities of stories
- Teach routines or reflect changes in them
- Teach academic material
- Address a variety of behaviors
Social Story Structure

Four types of sentences:

- Descriptive
- Perspective
- Directive
- Control

Ratio 2 - 5 descriptive and perspective sentences per directive sentence.
Social Story Sentences

Descriptive:

objectively defines where a situation occurs, who is involved, what they are doing and why.

“ Sometimes in class my teacher....”

“ Often when my mother is buying things in the store....”
Social Story Sentences

Perspective:

describe the reactions and feelings of others in a given situation.

“ Many of my classmates would like……..”

“ Usually my mother is busy……..”
Social Story Sentences

Directive:
positive statements of desired responses.

“ I will try to answer........”

“ I can try to.............”
Social Story Sentences

Control (optional):
describe visual images that may help in recalling, understanding, and applying abstract information.

“When she says I can not.............”
Variations of Social Stories

• Checklists
• Curriculum
• Generic
• Judgment stories
• Question and answer
• Goal stories
Choice Making

"The act of an individual selecting a preferred alternative from among several familiar option."

Shevin and Klein, 1984

- What
- Where
- When
- How
- With Whom
- Whether or Not
Curricular Adaptations

Modifications to aspects of the curriculum to enhance a person's performance in completing activities and to reduce the likelihood of problem behaviors

- nature and presentation of the task
- specific instructional strategies
- context in which the skill is taught
Social Relationships

Rapport: Interaction characterized by mutual attentiveness, positivity, coordination, and reciprocity

Relationship: Connection between individuals resulting from substantive interactions over time

- between individual and support providers
- between individual and peers/friends
- between others within the person's social environment
Lifestyle Issues

Social Network: Who do they spend time with?

Community Participation: Where do they go outside home?

Living Conditions: What are their surroundings like?

Array of Experiences: How do they spend their time?

Personal Satisfaction: To what extent does the person's relationships, surroundings, and typical activities actually reflect their preferences?
# Antecedent and Setting-Event Modifications

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Instructional Examples</th>
<th>Social or Health Examples</th>
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</thead>
<tbody>
<tr>
<td>Remove a problem event</td>
<td>Avoid difficult independent work</td>
<td>Avoid drinks with Caffeine</td>
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<td></td>
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<td>Avoid large crowds</td>
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<td>Avoid long delays</td>
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<tr>
<td>Modify a problem event</td>
<td>Shorten lessons</td>
<td>Change voice intonation</td>
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<td></td>
<td>Reduce # problems</td>
<td>Use suggestive rather than directive language</td>
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<tr>
<td></td>
<td>Modify instructions</td>
<td></td>
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<tr>
<td>Intersperse difficult/</td>
<td>Mix difficult problems w/easy</td>
<td>Schedule non-preferred activities among preferred</td>
</tr>
<tr>
<td>unpleasant w/ easy or</td>
<td>Mix mastered w/ acquisition tasks</td>
<td>Precede directives with easily followed directives</td>
</tr>
<tr>
<td>pleasant events</td>
<td>for independent seat work</td>
<td></td>
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</tbody>
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## Antecedent and Setting-Event Modifications (cont.)

<table>
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<tr>
<th>Strategies</th>
<th>Instructional Examples</th>
<th>Social or Health Examples</th>
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</thead>
<tbody>
<tr>
<td>Add events that promote desired behaviors</td>
<td>Provide choice</td>
<td>Schedule preferred activities daily</td>
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<td></td>
<td>Include student preferences</td>
<td>Involve student in planning</td>
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<td></td>
<td>Use cooperative learning</td>
<td>Provide variety of activities</td>
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<td></td>
<td>State clear expectations</td>
<td>Provide opportunities for social interaction and daily exercise</td>
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<td>Promote a healthy diet</td>
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<td>Block or neutralize the impact of negative events</td>
<td>Allow frequent breaks during difficult work</td>
<td>Provide opportunities for rest when tired or ill</td>
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<tr>
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<td>Reduce demands when student appears agitated</td>
<td>Provide time alone or time to regroup after negative experience</td>
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# Lifestyle Interventions

<table>
<thead>
<tr>
<th>Types</th>
<th>Examples</th>
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</thead>
</table>
| **Quality of Life Adaptations** | 1. Help maintain friendships  
2. Use peer networks to introduce to playgroup  
3. Incorporate opportunities for daily choice  
4. Develop an action plan that moves from segregation to inclusive settings  
5. Sample perspective jobs  
6. Help participate in after school activities |
| **Maintenance Strategies** | 1. Teach staff to make accommodations  
2. Teach to understand communication system  
3. Make routines predictable/understandable  
4. Help practice new skills in different settings  
5. Develop problem-solving skills  
6. Help set and monitor goals |