

Module 6
Antecedent and Setting Event Manipulations

Participant Workbook 6

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Potential Antecedent and Setting Events

Medical & Physiological Factors

- Is the person hungry or thirsty?
- Does the person need to use the restroom?
- Is the person too hot or too cold?
- Is the person overly tired?
- Is the person's clothing uncomfortable?
- Does the person dislike physical contact?
- Does the person resist or refuse specific foods?
- Does the person appear to be feeling ill?
- Does the person have allergies?
- Does the person have any chronic health conditions?
- Does the person have any sort of physical limitations?
- Is the individual on medication(s)? Are there side effects?
- Have there been changes in the type or dosages of those medications?

Environmental Factors

- Have there been recent changes in the arrangement of the physical environment?
- How many people are in the environment at one time?
- Is the environment arranged in a way that optimizes the likelihood of a behavior's occurrence?
- What are the levels and types of auditory, visual, or tactile stimulation in the environment?
- Does the person have certain preferences regarding their surroundings?
- Is the temperature in the environment adequate?
- Are the noise and light levels adequate?
- Are materials readily accessible and available?
- Are personal belongings stored in a consistent manner and location?

Social and Interactional Factors

- Are social expectations clear and reasonable?
- What is the nature of the individual's relationship with his or her peers?
- To what degree is the individual accepted or influenced by other people?
- Are there social factors outside the immediate circumstances that may be affecting the individual's behavior?
- Does the individual require higher levels of attention or supervision than his or her peers?
- What types of interactions does the individual prefer?
- How does the individual respond to the physical proximity or contact of others?
- Are there opportunities and reasons to communicate with another person?
- Does the individual have the communication and social skills necessary to interact effectively with other people?

Curricular and Instructional Factors

- What is the degree of activity/task difficulty?
- Is the length of the activity/task appropriate given the person's attention span?
- What is the rate of presentation of tasks/activities?
- Are directions delivered in a manner that is clearly understood by the individual?
- What is the level of assistance or supervision required to complete the task/activity?
- Does the individual appear to find meaning or value in completing the task/activity?
- What is the degree of variation in the materials utilized in the task/activity?
- How many people are involved in doing the task/activity?
- Does the individual experience regular success in performing a task/activity?

Personal and Control Factors

- What is the range of choice-making opportunities available to the individual?
- What level of predictability does the individual have regarding the sequence and outcome of activities, their physical environment and social interaction?
- How dependent is the individual on routines and consistency in the environment?
- Are there past events or a history of interactions that may be effecting the individual's behavior?
- Are other people respectful of the values and needs of the individual?
- How does the individual express his or her perceptions and feelings?
- How are personal preferences or choices communicated by the individual?

Individual Decision-Making Evaluation Checklist

For each item, check only the one response that best matches the present choice options available to this client.

	Most Restrictive: No choices		Restrictive choices	Appropriate choices
	No opportunity to observe	Decision does not seem appropriate for this person	Needs help with this decision or will do this inappropriately	Yes, does make this decision reasonably appropriately
1. What to wear?				
2. How to comb/style hair?				
3. Activities on a day off (e.g., Saturday or vacation day)?				
4. To occasionally sleep in on day off?				
5. What T.V. show to watch?				
6. What radio station/type of music to listen to?				
7. What chores he or she is assigned at home?				
8. Whether to do a chore right away or do it later (e.g., dishes)?				
9. To invite a friend to do something together?				
10. To invite a friend to visit?				
11. What to eat for a meal or snack?				
12. How to spend money that is not allocated for expenses?				
13. To exercise?				
14. To diet for weight control?				
15. To have a drink (e.g., beer, wine)?				
16. To smoke?				
17. To have a friendship?				
18. To have a girlfriend or boyfriend?				
19. To have sexual relations?				
20. To masturbate in privacy?				
21. What form of birth control to use?				

	Most Restrictive: No choices		Restrictive choices	Appropriate choices
	No opportunity to observe	Decision does not seem appropriate for this person	Needs help with this decision or will do this inappropriately	Yes, does make this decision reasonably appropriately
22. Whether to agree to or say no to participation in a group activity?				
23. What clothes to buy?				
24. Whom he or she wants to live with?				
25. When to visit family?				
26. To make a phone call to a friend or family member?				
27. Whether to stay up later than or go to bed earlier than the usual time?				
28. What job he or she wants to have or what work he or she wants to do?				
29. To ask permission to take a sick day (stay home from work) when not feeling well?				
30. What to do/where to go on vacation?				
31. Whether or not he or she can own a pet?				
32. His or her own dentist/physician?				
33. Whether or not he or she receives therapy services (e.g., speech, occupational therapy, etc.)				
34. What type/style of adaptive equipment or prosthetic devices he or she utilizes (e.g., wheelchair, braces, etc.)				
35. What form of augmentative communication system or devices he or she utilizes (e.g., signing, electronic board, etc.)				

Total Number of Most Restrictive Choices (cols. 1-2): _____

Total Number of Restricted Choices (col. 3): _____

Total Number of Appropriate Choices (col. 4): _____

Source: Meyer, L.H., & Evans, I.M. (1989). Chapter 9. Evaluating outcomes. In Nonaversive intervention for behavior problems: A manual for home and community. Baltimore: Paul H. Brookes.

Antecedent-Based Strategies

Strategies for Enhancing Predictability

- Enhance organization of physical environment
- Clarify expectations for performance
- Develop or modify routines and transitions
- Specify criteria and outcomes for activities
- Create written, picture, or object schedules
- Insure consistency in social environment
- Prepare individual for upcoming changes
- Minimize waiting periods or provide other activities

Strategies to Promote Choice Making

- Identify types and extent of choices available
- Assess the individual's current choice making skills
- Provide opportunities for choice making
- Present choices in a way that is clearly interpretable
- Insure individual has efficient and effective ways to communicate their preferences
- Respond to choices in positive, consistent manner
- Permit the person to refuse or terminate activities
- Allow the person to experience natural consequences

Strategies for Adapting the Curriculum

- Increase/decrease difficulty level, length, or pace
- Use engaging, age-appropriate materials
- Embed preferred topics or activities
- Intersperse easy and difficult tasks
- Analyze and sequence tasks
- Use environmental or visual cues
- Increase reinforcement for correct responses
- Teach skill within typical daily routines
- Utilize typical peers as models
- Incorporate natural cues and reinforcer

Strategies to Encourage the Development of Rapport and Relationships

- Expand range of experiences and social contacts
- Create opportunities for mutually reinforcing activities
- Teach skills to enhance social competence
- Provide sensitivity training to community members
- Reinforce positive social interactions
- Recruit peer buddies and create contexts for interaction

Antecedent-Based Functional Analysis Manipulations

Hypothesis:

Conditions:

A	B

Precautions (e.g., termination criteria):

Measurement (e.g., how behavior will be recorded)

Strategies:

Outcomes (e.g., data from each condition):

	A	B
1		
2		
3		
4		
5		
6		

NOTES

Extension Activity: Antecedent & Setting Event Manipulations

Antecedent and setting event manipulations include changing aspects of a person's social and physical environment or daily routine to promote positive behavior and reduce the likelihood of problem behavior. Through systematic identification of antecedent and setting events that could be affecting your focus individual's behavior, it will be possible to expand the environmental modifications included in your behavior support plan. This extension activity will require obtaining the following information:

- Utilizing the questions provided, brainstorm possible antecedents and setting events that are reflected in the data or informal observations that could be affecting your focus individual's behavior; refine your hypotheses as appropriate.
- Revisit your focus individual's behavior plan to insure that modifications to antecedent and setting event conditions are adequate.
- Plan and conduct an informal antecedent-based functional analysis manipulation to assess the validity of one of your team's hypotheses (i.e., by systematically introducing and withdrawing particular conditions in the environment).

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