

MODULE 6

Antecedent and Setting Event Manipulations

Trainer Outline

The following trainer guide includes estimated times for each section of the module, an overview of the information to be presented, possible activities for illustrating the concepts, and materials that should be utilized. The key concepts summarize the most essential points to be addressed within each section.

Time Required	Training Activities	Key Concepts	Materials*
45 minutes	<p><u>I. Review of Previous Module</u></p> <p>Provide a brief review of Module 5. Ask teams to provide reports on their focus person’s preliminary behavior support plan, mechanisms for monitoring outcomes, and crisis procedures.</p>	<p>Behavior support plans include multiple components based on hypotheses regarding the contexts and functions of behavior.</p> <p><u>Updates:</u> Participants will be given an opportunity to provide feedback on Module 5. Team updates will include:</p> <ul style="list-style-type: none"> • Hypothesis statements (on flip chart or transparency) • Three possible intervention strategies developed based on the hypotheses 	PWB5: Extension Activity: Developing and Evaluating Support Plans from Module 5.
15 minutes	<p><u>II. Overview of Purpose and Goals</u></p> <p>Review agenda and timelines for session.</p>	<p>Goal: To refine hypotheses related to contextual issues and identify antecedent and setting event manipulations to prevent or reduce problem behavior.</p>	<p>OH 6.1: “Module 6”</p> <p>Purpose & Objectives</p> <p>Agenda</p>
15 minutes	<p><u>III. Rationale for Proactive Strategies</u></p> <p>Review the competing behavior model. Describe the rationale for using proactive strategies to intervene with problem behavior whenever possible. Contrast proactive and reactive approaches.</p>	<ul style="list-style-type: none"> • Proactive approaches are developed via advanced planning based on a thorough understanding of patterns of behavior. • Antecedent-based manipulations can prevent challenging behavior, creating an opportunity for skills instruction. 	<p>OH 6.2: “Competing Behavior Model”</p> <p>OH 6.3: “A Proactive Approach”</p> <p>Other quotes</p>

* OH - over head from Power Point presentation PWB - activity from Participant Workbook

30 minutes	<p><u>IV. Definitions of Key Terms</u></p> <p><i>Activity:</i> 1) <i>Rearrange the environment during the break to create distractions for the participants (e.g., make noises, move furniture) or</i> 2) <i>Conduct a round-robin activity in which the participants identify behavior that is acceptable/not acceptable in a number of environments (e.g., beach, night club, living room) and what aspects of the settings provide cues for their behavior. Use responses to the activity to illustrate the following terms.</i></p> <p>Review contextual influences on behavior. As needed, provide definitions of terms (e.g., stimulus control, antecedent, setting event, establishing operation). Provide illustrative examples</p>	<p>A range of terms have been used to describe contextual influences; they all refer to events or conditions that set the stage for behavior to occur.</p> <p>Definitions: (optional) <u>Stimulus control</u> - a behavior occurs in certain circumstances, not in others</p> <p><u>Antecedents</u> - specific events that precede a behavior (“discriminative stimulus” is a term that also refers to events that evoke behavior)</p> <p><u>Setting event</u> - conditions that alter the probability of a behavior occurring (a related term is “establishing operation”)</p>	OH 6.4: “Definitions of Key Terms”
60 minutes	<p><u>V. Types of Antecedents & Setting Events</u></p> <p>Using the participants’ examples from the previous activity, describe types of antecedents and setting events that can influence behavior.</p> <p>A. Medical and Physical Issues B. Environmental Factors C. Social Structure & Interactions D. Curriculum and Instruction E. Control and Personal Issues</p>	<p>An array of contextual influences can affect a person’s behavior; being able to identify these variables will facilitate intervention.</p> <p>Effective hypothesis statements address the specific antecedents and setting events associated with an individual’s behavior.</p>	OH 6.5: “How to describe antecedents?” OH 6.6: “Setting Events (Slow Triggers)” OH 6.7: “Discriminative Stimuli (Fast Triggers)” OH 6.8: “Discriminative Stimuli” OH 6.9: “Stimulus Control” OH 6.10: “Establishing Operations”

	<p><i>Activity: Refer to the questions in the workbook. Ask the teams to consider additional factors that may be affecting their focus individual's behavior and to refine their hypothesis statements related to contextual issues. Have the teams consider the need to gather more data and/or to test their hypotheses.</i></p>		<p>OH 6.11: "Types of Antecedents and Setting Events"</p> <p>PWB: Potential Antecedents and Setting Events</p>
15 minutes	<p><u>VI. Role of Antecedent/Setting Event Manipulations</u></p> <p>Describe the role of antecedent and setting event manipulations in ameliorating and/or preventing problem behaviors. Describe and provide examples of general strategies for changing the context.</p>	<p>Contextual influences can be manipulated by removing the stimuli that evoke problem behavior or embedding stimuli that promote adaptive behavior</p>	<p>OH 6.12: "Some examples of stimulus antecedents that effect behavior?"</p> <p>OH 6.13: "Role of Antecedent and Setting Event Manipulations"</p> <p>OH 6.14: "Modifying the Context"</p>
30 minutes	<p><u>VII. Strategies for Intervention</u></p> <p>A. Enhancing Predictability</p> <ol style="list-style-type: none"> 1. Environmental arrangement 2. Activity Scheduling <p>Provide a definition of predictability and examples of how the social and physical setting may be made more interpretable. Offer specific strategies, examples, and considerations related to environmental arrangement and activity scheduling. Provide illustrations (e.g., visual cues, picture schedules).</p>	<p>(Relate the material in section VII to specific hypotheses)</p> <ul style="list-style-type: none"> • Predictability refers to the degree to which one can recognize expectations and anticipate upcoming events. • Strategies associated with enhancing predictability are intended to increase the salience of cues for behavior and allow the person to respond more favorably to activities when presented. 	<p>OH 6.15-6:19: "Predictability"</p> <p>PWB: Daily Schedule</p> <p>OH 6.20: "Overview of effective approaches"</p> <p>OH 6.21: "Highlight two effective strategies"</p> <p>OH 6.22: "Types of Visual Supports"</p> <p>OH 6.23-30: "Social Stories"</p>

30 minutes	<p>B. Choice Making and Autonomy</p> <p><i>Activity: Have the participants identify choices that are commonly available to themselves and then their focus individual (from checklist). Compare and contrast the variety of options available to each.</i></p> <p>Provide a definition of choice making and examples of how choices may be offered within the context of daily lives. Describe specific strategies, examples, and considerations in enhancing choice making and autonomy.</p>	<p>Choice making is a natural way in which individuals communicate preferences and exert control over aspects of their lives.</p> <p>Choice making may be effective as an intervention regardless of people’s preferences.</p>	<p>OH 6.31: “Choice Making”</p> <p>PWB: Individual Decision Making Evaluation Checklist</p>
15 minutes	<p>C. Curricular Modifications</p> <p>Provide a definition of curricular changes and examples of modifications that can be made in instructional contexts. Table the majority of the discussion for the module on teaching replacement skills.</p>	<p>Modifying curricula (e.g., activity structures, materials) can reduce problem behavior and increase engagement.</p>	<p>OH 6.32: “Curricular Adaptations”</p>
30 minutes	<p>D. Strengthening Social Relationships</p> <p><i>Activity: Have the participants consider the array of social contacts in their focus person’s life and the nature of their social interactions (referring back to the person-centered plans)</i></p> <p>Provide definitions of relationships and interpersonal rapport, describing their importance in behavior support. Describe strategies for enhancing social connections</p>	<p>The nature of social interactions (rapport, relationships) may facilitate or impede behavior change and affect one’s overall lifestyle.</p> <p>Enhancing social relationships and networks should be a key focus of intervention efforts.</p>	<p>OH 6.33: “Social Relationships”</p> <p>PWB: Antecedent-Based Strategies</p>

	(e.g., pairing people with reinforcers).		
15 minutes	<p><u>VIII. Broader Ecological & Lifestyle Issues</u></p> <p>Describe broader ecological variables and lifestyle issues (e.g., living conditions, access to activities, job satisfaction) that can affect behavior. Provide illustrations using recent literature and/or personal examples.</p>	<p>Broader lifestyle issues can also have an impact on one’s behavior.</p> <p>Enhancing a person’s lifestyle may be viewed both as part of the support plan and as the outcome of effective intervention.</p>	<p>OH 6.34: “Lifestyle Issues”</p> <p>OH 6.35: “Antecedent and Setting-Event Modification”</p> <p>OH 6.36: “Antecedent and Setting-Event Modification (cont.)”</p> <p>OH 6.37: “Lifestyle Interventions”</p>
45 minutes	<p><u>IX. Case Study Assignments</u></p> <p>Review the materials in the Participant Workbook.</p> <p><i>Extension Activity: Have participants review their hypothesis statements and identify possible intervention strategies to include in their behavior support plan. In addition, the teams will identify one antecedent-based hypothesis to validate through systematic manipulation before the next session. To be reviewed at next session.</i></p>	<p><u>Goal:</u> Based on the hypotheses, identify contextual issues and strategies that may prevent the focus individual’s problem behavior.</p> <p>Incorporate the following into the focus person’s behavior support plan (and in Action Plan #2):</p> <ul style="list-style-type: none"> • Intervention components to address contextual issues • Plans for identifying other contextual issues and testing antecedent-based hypotheses 	<p>PWB: Antecedent-Based Functional Analysis Manipulations</p> <p>PWB5: Action Plan #2 from Module 5</p> <p>PWB: Extension Activity: Antecedent and Setting Event Manipulations</p>
15 minutes	<p><u>X. Review and Preview of Next Module</u></p> <p>Provide a summary of what was covered during this module and introduce the topic for the next session. Draw participants’ attention to the readings for Module 7.</p>	<p>This time: reviewed contextual issues, refined hypotheses, and identified preliminary intervention strategies</p> <p>Next time: address functions of behavior (reinforcers, punishers) and consequence-based interventions.</p>	<p>Readings for Module 7 (select from Module 7 References)</p>