New York State Education Department
Office of Special Education
Educational Partnership

Using the Competing Behavior Pathway to Identify Interventions

Produced by the Technical Assistance Partnership for Behavior

Updated 8/1/2023

New York State Education Department Office of Special Education

Blueprint for Improved Results for Students with Disabilities

Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Specially-Designed Instruction

Teacher's design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.

Inclusive Activities

Schools provide high-quality inclusive programs and activities.

Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

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Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

Who Are We?
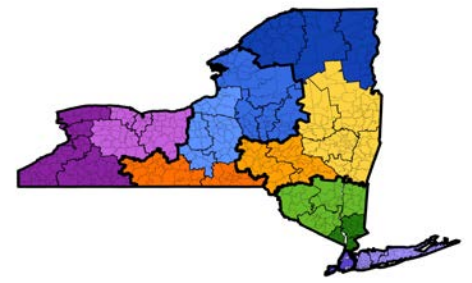
- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families

- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of NYS and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

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Office of Special Education
Educational Partnership

Today's Facilitators

Participant Introductions

- Name
- Role
- District
- School
- Population Served

Training Expectations

EXPECTATION	BEHAVIOR
BE RESPONSIBLE	✧ Take care of your personal needs ✧ Return on time and quietly ✧ Sign attendance sheets / complete eval. form ✧ Use electronic devices when necessary
BE RESPECTFUL	✧ Put cell phones to "off" or "vibrate" ✧ Listen to others attentively ✧ Honor confidentiality when applicable ✧ Stay on topic
BE ENGAGED	✧ Be an active participant ✧ Participate with an open mind ✧ Take notes ✧ Make plans to stay until training dismissal

Virtual Training Expectations

EXPECTATION	BEHAVIOR
BE RESPONSIBLE	✧ Take care of your personal needs ✧ Return on time and quietly ✧ Sign attendance sheets / complete eval. form ✧ Use electronic devices when necessary
BE RESPECTFUL	✧ Put cell phones to "off" or "vibrate" ✧ Listen to others attentively ✧ Honor confidentiality when applicable ✧ Stay on topic
BE ENGAGED	✧ Be an active participant ✧ Participate with an open mind ✧ Take notes ✧ Make plans to stay until training dismissal

Agenda

- Welcome, Introductions, Inclusion, and Virtual Norms

- Purpose and Outcomes

- Overview of the Competing Behavior Pathway

- Wrap-up and Survey

Welcome & Inclusion

Please introduce yourself in the chat box

• Name

• Position

• Educational Organization

Training Norms

- Find a quiet place to participate

- Participate to the best of your ability

- Use the chat box for questions and comments

- Take care of your personal needs

- Begin and end on time

- Give equal regard to each participant

Slide Marker Icons

Activity

Handout

Poll

Discussion

Reflection

Action Plan

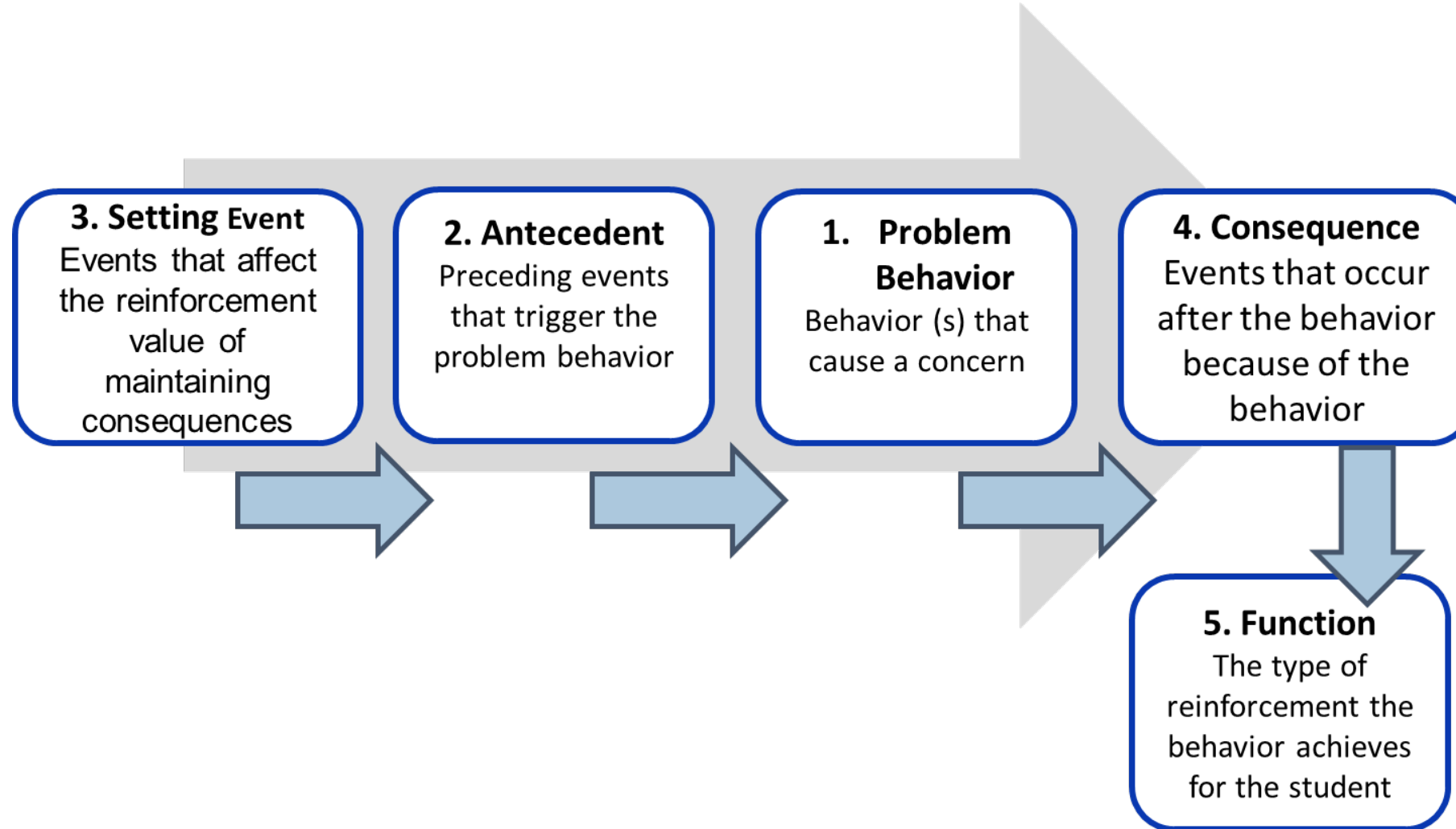Vetted/ Policy

Webinar Purpose & Outcomes

PUROPSE

Present the Competing Behavior Pathway in a way that guides the thinking so that effective intervention strategies can be identified

OUTCOMES

Familiarity with each of the components of the competing behavior pathway and how you can use it to identify intervention strategies

The Competing Behavior Pathway

The Behavior Pathway

3. Setting Event
Events that affect the reinforcement value of maintaining consequences

2. Antecedent
Preceding events that trigger the problem behavior

1. Problem Behavior
Behavior (s) that cause a concern

4. Consequence
Events that occur after the behavior because of the behavior

5. Function
The type of reinforcement the behavior achieves for the student

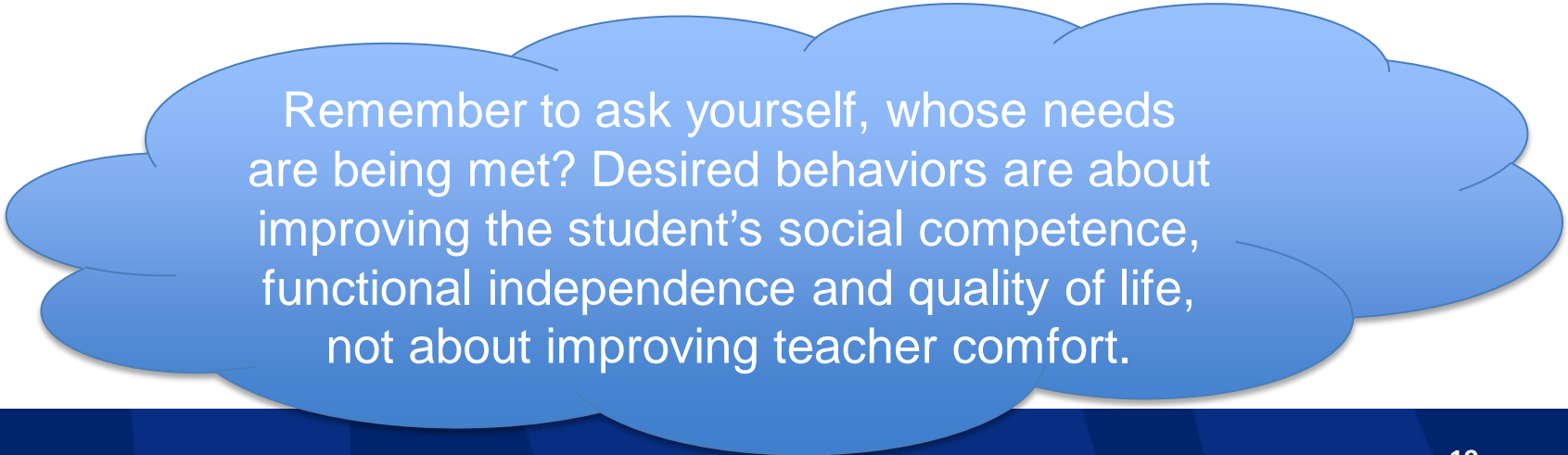# Competing Behavior Pathway (CBP)
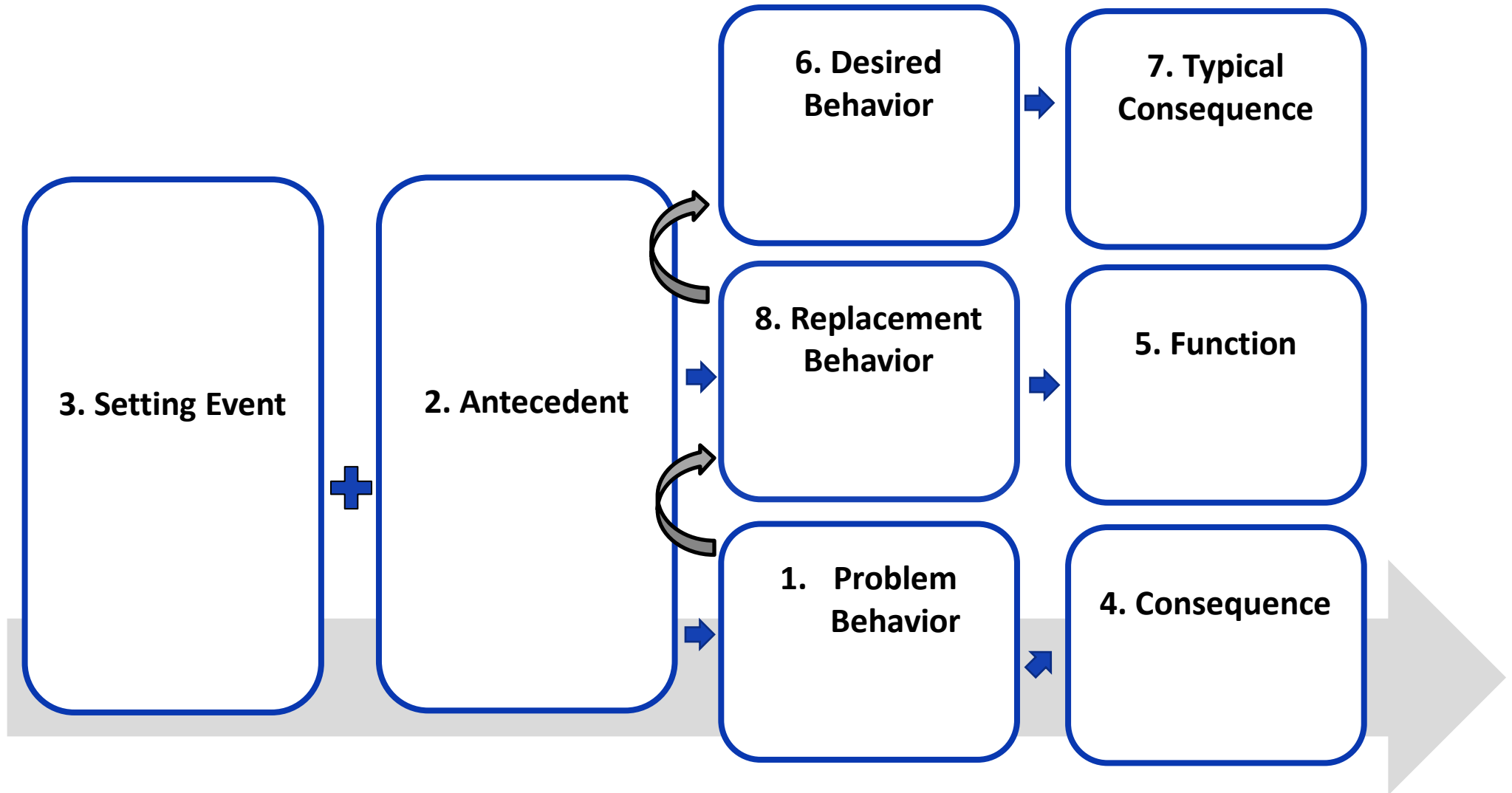
Desired Behavior

Desired Behavior Explained

Is what the team identifies as the goal for the student; the new action(s) the student will learn in response to the strategies and supports provided.

Should maximize the students independent functioning in the Least Restrictive Environment (LRE).

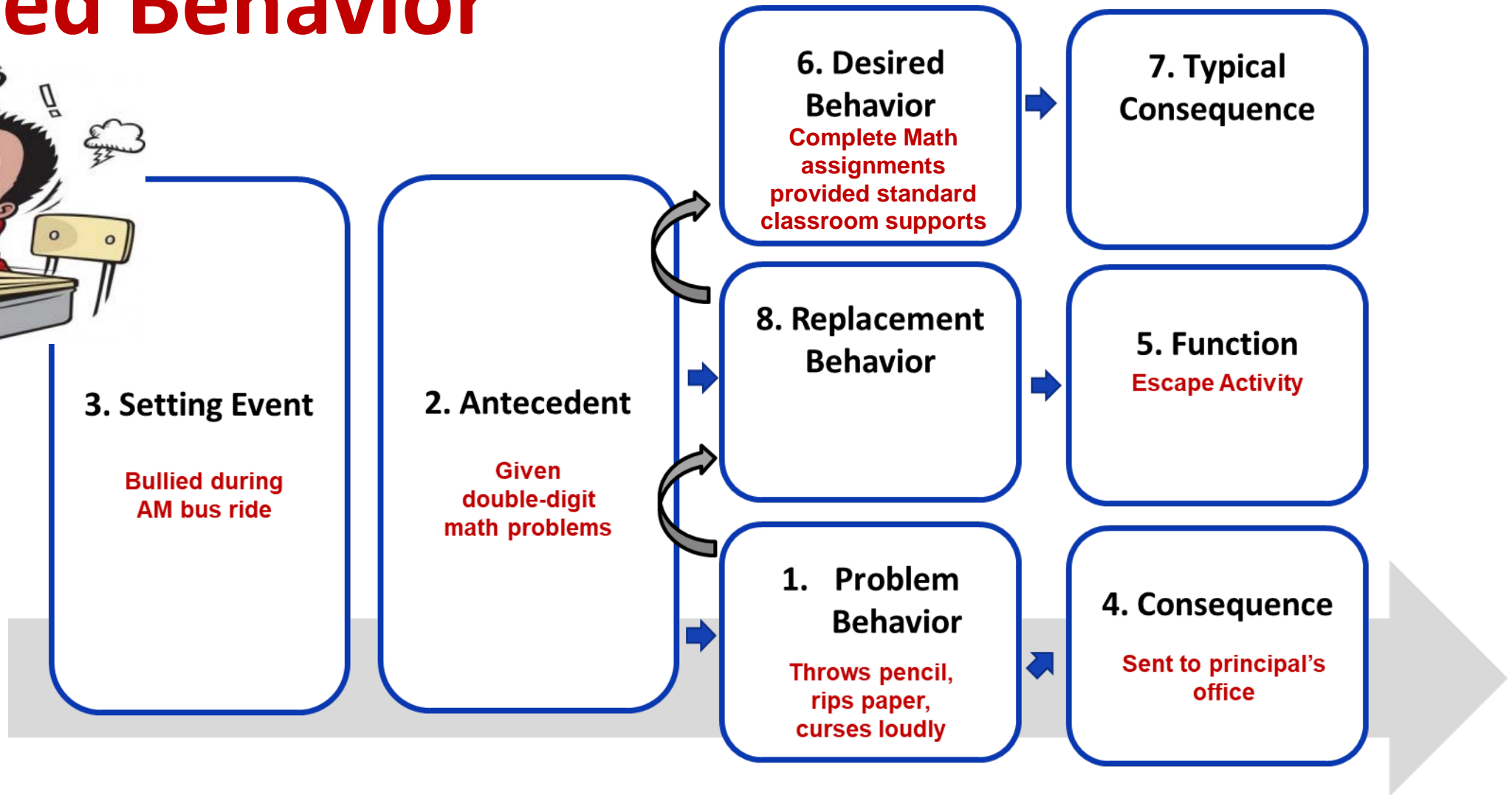Is **o**bservable, **a**cknowledgeable and **t**eachable (OAT)

Is often worked toward gradually (i.e., successive approximations)

Remember to ask yourself, whose needs are being met? Desired behaviors are about improving the student's social competence, functional independence and quality of life, not about improving teacher comfort.

Joe's Competing Behavior Pathway
Desired Behavior

6. Desired Behavior
Complete Math assignments provided standard classroom supports

7. Typical Consequence

3. Setting Event
Bullied during AM bus ride

2. Antecedent
Given double-digit math problems

8. Replacement Behavior

5. Function
Escape Activity

1. Problem Behavior
Throws pencil, rips paper, curses loudly

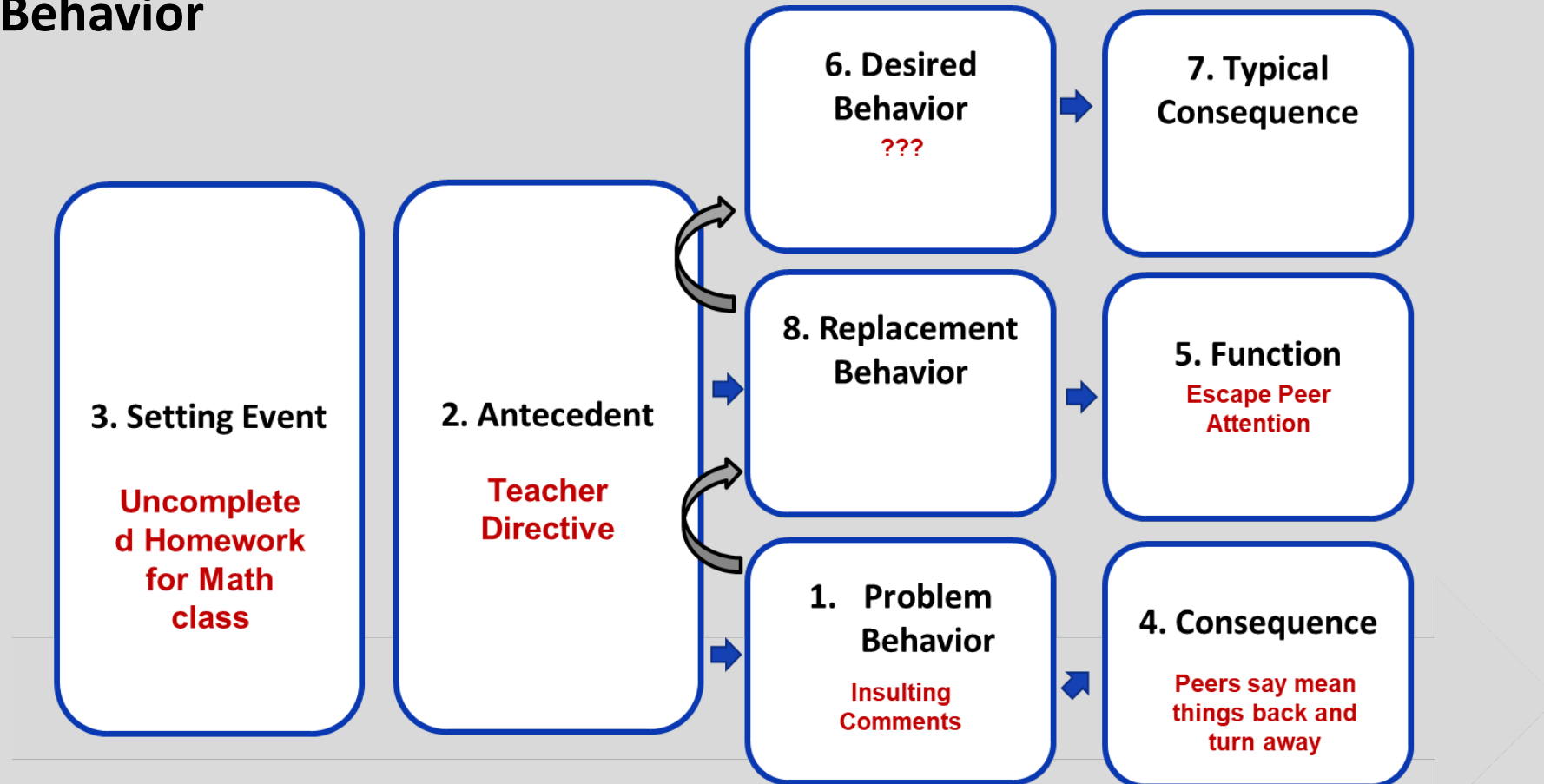**4. Consequence**
Sent to principal's office

YOUR TURN – Desired Behavior Case Study

Student Case Study: Will

When Will enters the Math classroom and is asked to take out his homework, Will exclaims, "what homework? You did not tell me we had any homework!" Slams his book on the desk. Will's peers all laugh and tease him about not having his work complete. The teacher redirects him to work with a partner to work on the assignment and Will states, "I am not working with any of these idiots!" His friends turn and say "$@*# you Will!", complete the assignment on your own!

YOUR TURN – Will's Competing Behavior Pathway

Desired Behavior

6. Desired Behavior ???	**7. Typical Consequence**

3. Setting Event Uncompleted Homework for Math class	**2. Antecedent** Teacher Directive

8. Replacement Behavior	**5. Function** Escape Peer Attention

1. Problem Behavior Insulting Comments	**4. Consequence** Peers say mean things back and turn away

*Please respond to the question in the poll regarding Will's desired behavior. Think about the options and select the best example that depicts a desired behavior that meets the OAT standard.

Typical Consequence

Typical Consequence
(*for the Desired Behavior*)

Are consistent as possible with **naturally occurring consequences** that help sustain the normative behavior of all students.

Are usually **different from the consequence produced by problem behavior** and, therefore, staff must include strategies for weening the student from the problem behavior sustaining reinforcement while gradually substituting reinforcement for the new behavior.

Can be a variety of environmental responses including:

- Verbal praise

- Tangible reinforcement (e.g., a prize)

- Positive interaction with peers/adults

- Receiving a good grade

- Avoiding negative interactions with peers/adults

Joe's Competing Behavior Pathway

Typical Consequence

6. Desired Behavior

Complete Math assignments provided standard classroom supports

7. Typical Consequence

Adult/ Peer Approval, Improved Goals

8. Replacement Behavior

5. Function

Escape Activity

3. Setting Event

Bullied during AM bus ride

2. Antecedent

Given double-digit math problems

1. Problem Behavior

Throws pencil, rips paper, curses loudly

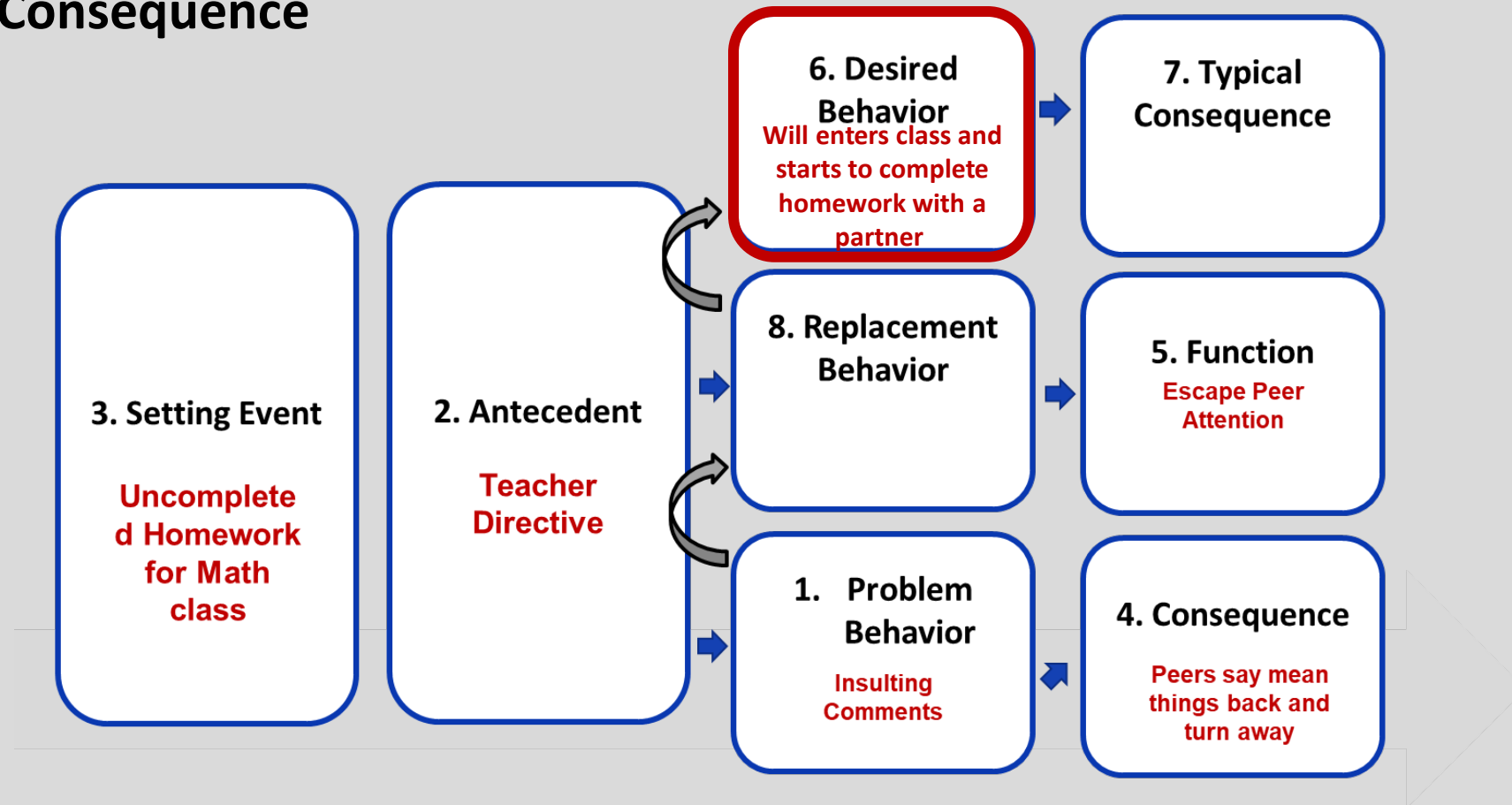**4. Consequence**

Sent to principal's office

YOUR TURN – Typical Consequence Case Study

Student Case Study: Will

When Will enters the Math classroom and is asked to take out his homework, Will exclaims, "what homework? You did not tell me we had any homework!" Slams his book on the desk. Will's peers all laugh and tease him about not having his work complete. The teacher redirects him to work with a partner to work on the assignment and Will states, "I am not working with any of these idiots!" His friends turn and say "$@*# you Will!", complete the assignment on your own!

YOUR TURN – Will's Competing Behavior Pathway

Typical Consequence

*Please respond to the question in the poll regarding Will's typical consequence. Think about the options and select the best example that depicts the typical consequence that meets the OAT standard.

Replacement Behavior(s)

Replacement Behaviors

- ***Serve the same function*** as the problem behavior and thus are called Functionally-Equivalent Replacement Behaviors (FERBs)

- Are more ***efficient*** than the problem behavior

- Are more ***effective*** than the problem behavior

- Are more ***socially acceptable*** than the problem behavior

FERBS ***compete*** with problem behaviors, thus the term Competing Behavior Pathway

Why Start with a Replacement Behavior Instead of the Desired Behavior?
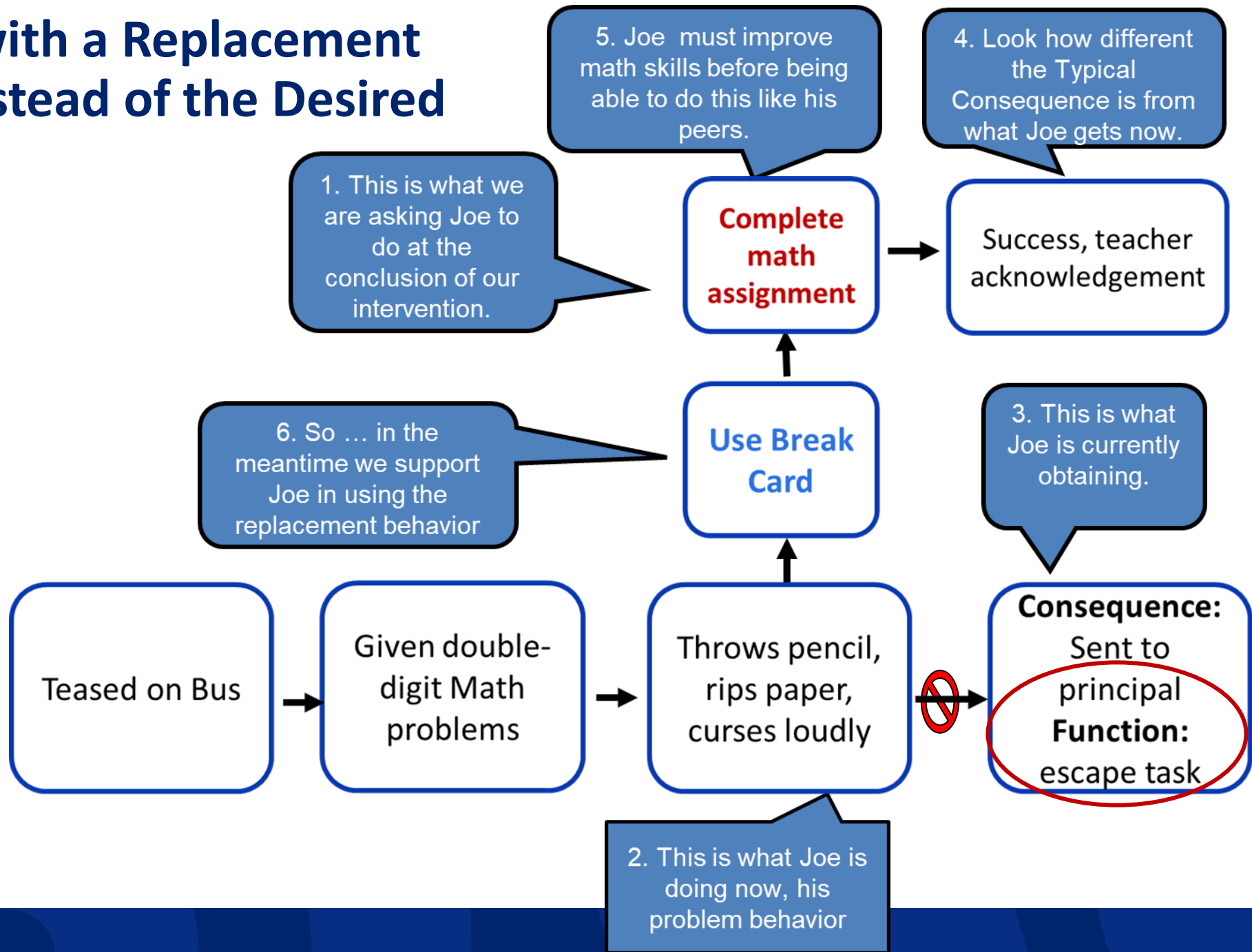
Example FERBs

Teach student to:
- signal a need for help appropriately
- use a "brain break" pass
- ask for reduced demands
- ask for more time to complete a task
- request the time away option
- request an alternative activity
- complete shortened version of the task
- initiate social interactions
- respond to other's social initiations

What I could do instead of making noises in class.

Replacement Behavior(s) …a series of *successive approximations* that gradually lead to Joe's *desired behavior*

Remember Joe who misbehaved when given math worksheets?

Successive approximations for Joe:

1. Joe will use his break card to opt out no more than three times for three minutes each time during the 30-minute instructional period

2. Joe will use his break card to opt out no more than three times for two minutes each time during the 30-minute instructional period

3. Joe will use his break card to opt out no more than three times for one minute each time during the 30-minute instructional period

4. Joe will use his break card to opt out twice for one minute each time during the 30-minute instructional period

5. Joe will remain engaged for 30 minutes without opting out (the desired behavior).

I need a break

Joe's Competing Behavior Pathway
Replacement Behavior

6. Desired Behavior
Complete Math assignments provided standard classroom supports

7. Typical Consequence
Adult/Peer Approval, Improved Grades

8. Replacement Behavior
Request Break

5. Function
Escape Activity

3. Setting Event
Bullied during AM bus ride

2. Antecedent
Given double-digit math problems

1. Problem Behavior
Throws pencil, rips paper, curses loudly

4. Consequence
Sent to principal's office

YOUR TURN – Replacement Behavior
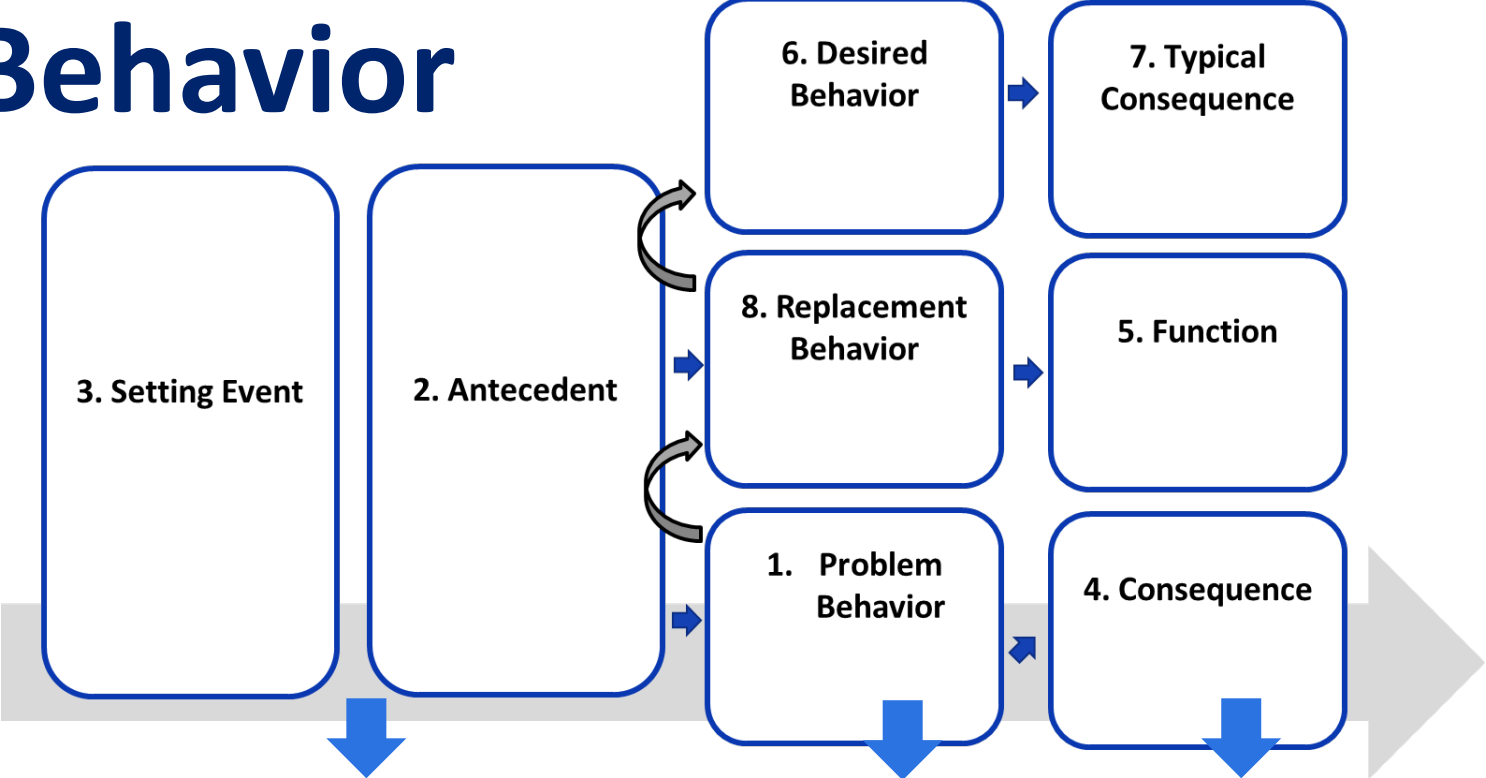
Student Case Study: Will

When Will enters the Math classroom and is asked to take out his homework, Will exclaims, "what homework? You did not tell me we had any homework!" Slams his book on the desk. Will's peers all laugh and tease him about not having his work complete. The teacher redirects him to work with a partner to work on the assignment and Will states, "I am not working with any of these idiots!" His friends turn and say "$@*# you Will!", complete the assignment on your own!

YOUR TURN – Will's Competing Behavior Pathway

Replacement Behavior

Please respond to the question in the poll regarding Will's replacement behavior(s). Think about the options and which choice depicts the best successive approximation of a desired behavior/replacement behavior that meets the OAT standard.
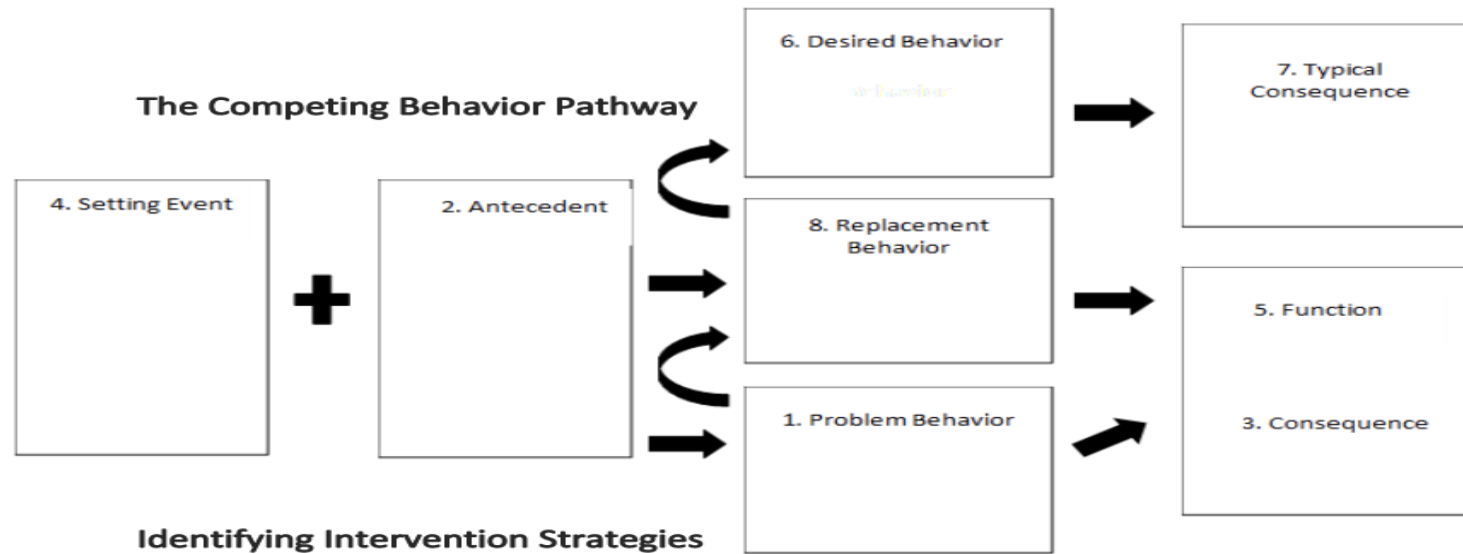
Behavior Changes Because...

- Preventive environmental changes make the problem behavior **irrelevant** by removing the predictive or triggering conditions (i.e., setting events and antecedents) under which the behavior is functional and make the replacement and desired behaviors increasingly **relevant** by creating contexts that actively trigger them with pre-corrections, cues and prompts.

- Explicit teaching supports student mastery of the replacement and desired behaviors so that they are more **efficient** (i.e., require less effort and energy) than the target behavior.

- Consequence strategies make the problem behavior increasingly **ineffective** in obtaining reinforcement (i.e., extinction) while making the replacement and desired behaviors increasingly **effective** in obtaining reinforcement.

Competing Behavior Pathway – Identify

6. Desired Behavior	→	7. Typical Consequence
3. Setting Event	2. Antecedent	8. Replacement Behavior	5. Function
1. Problem Behavior	4. Consequence

Preventative Strategies Setting Event Strategies and Antecedent Strategies	Teaching/Instructional Strategies	Consequence/ Reinforcement Strategies
Make problem behavior <u>irrelevant</u> by: - removing triggers for the problem behavior from the environment - introducing cues, prompts and pre-corrections for the replacement behavior into the environment	**Teach replacement behaviors that are more efficient and effective in obtaining the maintaining consequence of the problem behavior**	**Reinforce the replacement behavior and prevent reinforcement for the problem behavior (i.e., extinction)**

Competing Behavior Pathway - Connections

The Competing Behavior Pathway

4. Setting Event	+	2. Antecedent		6. Desired Behavior	→	7. Typical Consequence
				8. Replacement Behavior	→	5. Function
				1. Problem Behavior	→	3. Consequence

Identifying Intervention Strategies

Setting Event Strategies	Manipulate Antecedent to Prevent Problem & Prompt Replacement Behavior	Teach Behavior Explicitly Teach Replacement & Desired Behavior	Alter Consequences to reinforce replacement & desired behavior & extinguish negative behavior
	Prevent Problem Behavior	Teach Alternate Behavior	Reinforce Behavior
	Prompt Replacement/ Desired Behavior		Response to Problem Behavior/ Corrective Feedback
			-

These are prevention strategies

These are teaching strategies

These are reinforcement extinction and suppression strategies

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Critical Features

- **Teach** replacement (and eventually desired) behavior using explicit instruction

- **Prevent** problem behaviors by altering environmental conditions known to trigger the problem behavior and by adding explicit environmental triggers for replacement (and eventually desired) behavior

- **Reinforce** replacement (and desired behavior) on a schedule that far exceeds any reinforcement still available for problem behavior

- **Extinguish** problem behaviors by minimizing to the extent possible the source of reinforcement that sustains the behavior

- **Suppress** future occurrences of B- by contingently introducing behavior weakening consequences into the environment

Teaching Strategies

These strategies are designed to:

- ensure the student is provided with **explicit** instruction that supports acquisition of a functionally equivalent replacement behavior

And

- ensure replacement behaviors are systematically shaped over time to increasingly approximate desired behaviors

Alter Setting Event	Modify Antecedents	Teach Behavior	Manipulate Consequences
Eliminate or Neutralize Setting Events	Remove/Modify "Triggers" for the Problem Behavior	Teach Replacement Behavior	Reinforce Replacement or Desired Behavior
	Prompts for Replacement or Desired Behavior	Teach Desired Social Skills	Extinguish/Suppress Problem Behavior

Teaching Replacement Behaviors - Staff

Orient <u>Staff</u>:

- Dissemination of the instructional strategies

- Inform staff of the specific replacement behaviors that will be expected of the student

- Train/teach staff how to implement any of the instructional strategies that are to be used with the student

- Respond to questions and clarify strategies as needed

# Teaching Replacement Behaviors - Student

Orient <u>Student</u> and Obtain Commitment:

- Tactfully review with the student the gap between her current performance versus desired performance

- Stress this is a performance or skill deficit, not a character flaw

- Offer to teach the student new behaviors that will allow him to better comply with expectations

- Obtain student commitment to use the new behaviors (i.e., replacement behaviors) going forward

Use Explicit Instruction to <u>Teach</u> Replacement Behavior

The Explicit Instruction Model

Level of Teacher Support

- Modeling & Explanation
- Guided Practice
- Independent Practice

1. Select a replacement behavior that
   a) is easier to perform and more reinforcing than the problem behavior
   b) is more socially acceptable than the problem behavior
   c) serves the same function as the problem behavior

2. Plan in advance the types and sequence of examples and non-examples of the replacement behavior that you will use to teach what is, and is not, an acceptable response

3. Model several examples and non-examples of the replacement behavior while you verbally describe what it is about each behavior that makes it an example or a non-example (This is modeling.)

4. Lead the student through some more examples --- you model, but now it is the student who identifies the behavior as an example or non-example and says why (This is guided practice)

5. Role play having the student practice only examples (not non-examples) behavior as he will do it in the classroom (This is independent Practice)
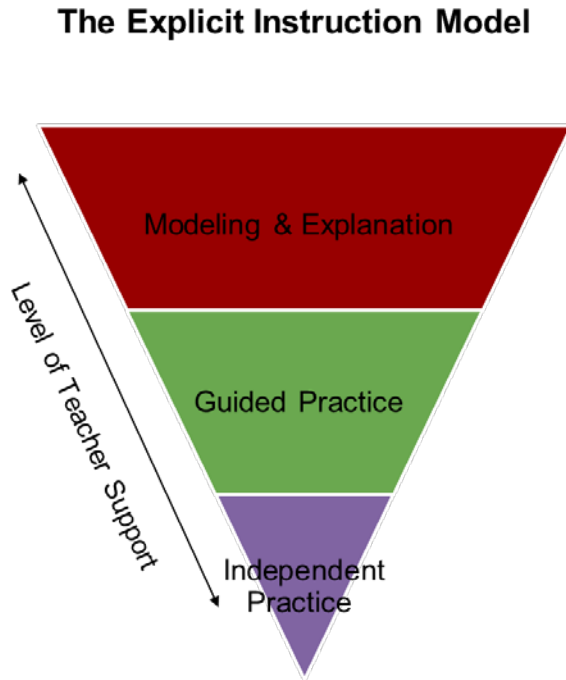
Planning for <u>Generalization</u> and <u>Maintenance</u>

- Have the student identify several instances that will arise to use the new behavior --- mindfully anticipate its use

- Review with the student the <u>pre-correction</u> you will provide in the applied setting (the classroom) to support the student's use of the new behavior

- Review the prompt, or correction procedure, you will use to support the student's use of the new behavior if they slip up.

- Review with the student the positive consequences that will ensue if he chooses to use the replacement behavior

Planning for <u>Generalization</u> and <u>Maintenance</u> Continued

- Review with the student the positive consequences he will choose to forfeit (i.e., extinction), and the punishment he may choose to obtain (i.e., suppression), if he chooses to use the problem behavior

- Re-emphasize student commitment to choose the replacement behavior

- Affirm the student enthusiastically and state your belief in him

- Be prepared to coach in the moment by:

  - providing the presets and prompts described above

  - following through contingently with both the positive and negative consequences described above

Critical Features - Prevent

- **Teach** replacement (and eventually desired) behavior using explicit instruction
- **Prevent** problem behaviors by altering environmental conditions known to trigger the problem behavior and by adding explicit environmental triggers for replacement (and eventually desired) behavior
- **Reinforce** replacement (and desired behavior) on a schedule that far exceeds any reinforcement still available for problem behavior
- **Extinguish** problem behaviors by minimizing to the extent possible the source of reinforcement that sustains the behavior
- **Suppress** future occurrences of B- by contingently introducing behavior weakening consequences into the environment

Prevention Strategies

Manipulating Setting Events and Antecedents to Make Problem Behavior Irrelevant

- **Setting Events** increase the likelihood that the antecedent will trigger the problem behavior by temporarily enhancing the **reinforcement value** of the maintaining consequences.

- Whereas, **Antecedents**, occur immediately before the problem behavior and act as **"triggers"** for problem behavior

Example #1: Previous conflict at home with parents (setting event) increases the likelihood Alan will say "no" and argue (problem behavior) in response to a teacher directive (antecedent) because he will find being told to leave the classroom (maintaining consequence) especially rewarding.

Example #2: Independent seat work tasks more than 5 minutes in length (setting event) increase the likelihood that Jamal will complain about work, knock papers from his desk and leave his area (problem behaviors) in response to the explicit direction to work quietly (antecedent) because he will find teacher redirection, encouragement and assistance with work (maintaining consequence) especially rewarding

Setting Event Intervention Strategies

These strategies are designed to:

Eliminate the effect of identified setting event(s) on the value of the maintaining consequence (escape, get) combined with the antecedent
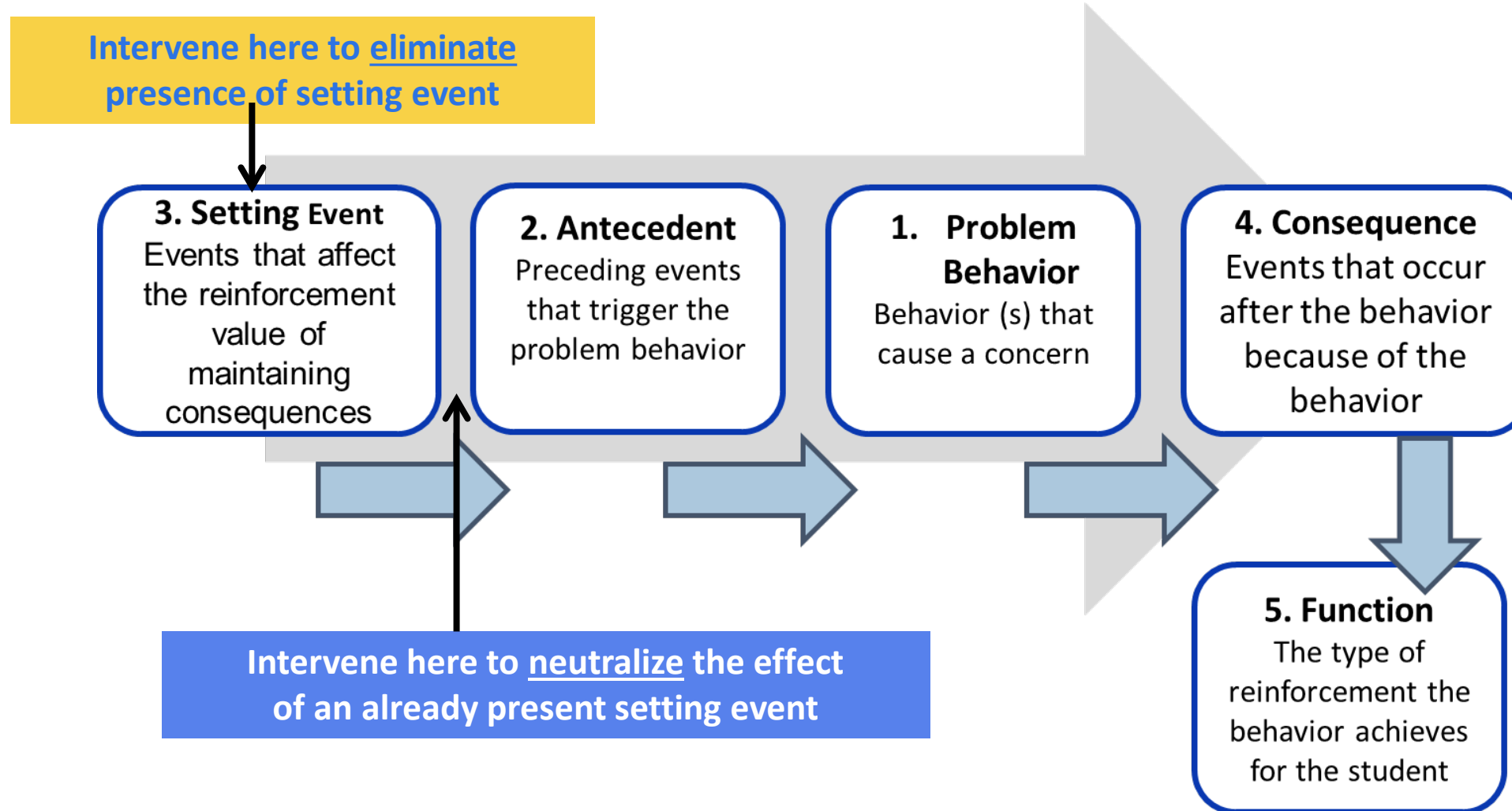
OR

Build in a routine to **neutralize** the effects of identified setting event(s) on the value of the maintaining consequence (escape, get) combined with the antecedent

Alter Setting Event	Modify Antecedents	Teach Behavior	Manipulate Consequences
Eliminate or Neutralize Setting Events	Remove/Modify "Triggers" for the Problem Behavior	Teach Replacement Behavior	Reinforce Replacement or Desired Behavior
	Prompts for Replacement or Desired Behavior	Teach Desired Social Skills	Extinguish/Suppress Problem Behavior

Eliminating & Neutralizing Setting Events

Intervene here to eliminate presence of setting event

3. Setting Event
Events that affect the reinforcement value of maintaining consequences

2. Antecedent
Preceding events that trigger the problem behavior

1. Problem Behavior
Behavior (s) that cause a concern

4. Consequence
Events that occur after the behavior because of the behavior

Intervene here to neutralize the effect of an already present setting event

5. Function
The type of reinforcement the behavior achieves for the student

Example: Eliminating Setting Events

When directed to write in his daily journal in first period, Sam complains verbally, crumbles the paper and curls up on the floor. If teachers encourage him to reengage,

he runs away to the coat room where teachers leave him alone. These escape maintained problem behaviors are more likely to occur on days that Sam forgets to take his medication before school.
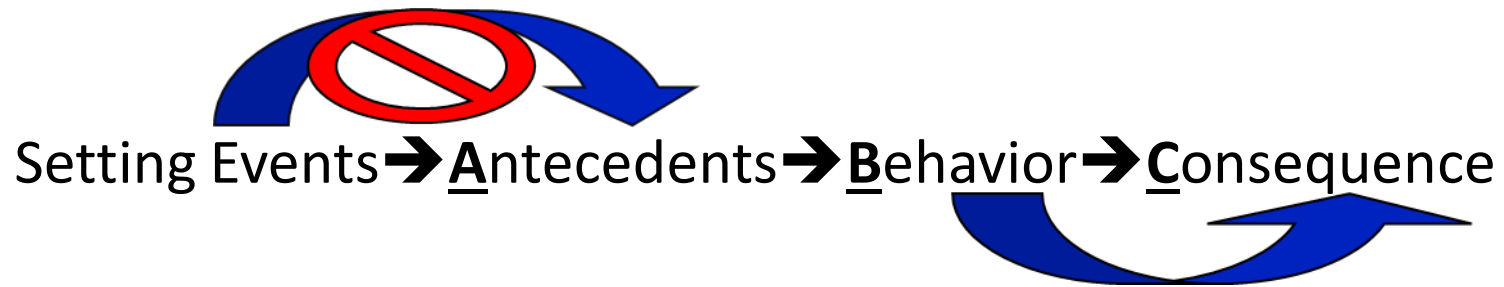
Setting Event

Sam's team members (including his parents) have decided that Sam will go to the school nurse's office each morning to take his medication.

*By ensuring that Sam takes his medication, the team will be eliminating the setting event.

Neutralizing Routines

Setting Events➔**A**ntecedents➔**B**ehavior➔**C**onsequence

- Act as "separating events" that occur between a setting event that has already occurred and the triggering antecedent

- Diminish the effects of setting events that have already occurred by reducing the reinforcement value the maintaining consequences will offer were the student to engage in problem behavior.

Example: Neutralizing Routines

When given a directive to begin work on independent academic tasks, Ramona places her head on her desk and refuses to begin work until teachers ask her what is wrong and encourage her to get started. This teacher attention-maintained problem behavior is more likely to occur on days when she has teased on the bus on the way to school.

Setting Event

Ramona's team has decided:

- to build in a morning "check-in" during which Ramona spends 5-10 minutes talking with a preferred adult her bus ride and her readiness to make good choices in the classroom.

The purpose of this routine is to help neutralize the effects of having been teased on the bus. Ramona's need for teacher attention after getting teased will be proactively addressed.

YOUR TURN – Intervention Strategy

Which Type of Intervention Strategy?

When given a directive to begin work on independent academic tasks, Bo places verbally refuse to do the work, tears up the assignment, leaves his desk area, refuses ensuing direction to return to his seat and grows increasingly loud until he is sent to the office. This task avoidance problem behavior is more likely to occur when the subject is Math

Bo's team has decided that during math but prior to being given a directive to do independent work, Bo will be pre-corrected to use his escape card (the replacement behavior) if needed and reminded that he will earn extra time playing basketball if he does.

YOUR TURN – Intervention Strategy Continued

Which Type of Intervention Strategy?

When asked to transition to a new activity, Tamika sometimes has tantrums (crying, screaming, flopping) that result in adult's interacting with Tamika to soothe, encourage and redirect her. This teacher attention-maintained behavior is more likely when Tamika has had no individual contact with a teacher for more than ten minutes.

Tamika's team members have decided that she will have her assignments divided into smaller "chunks". After the completion of each chunk a teacher will review her work and give feedback and thus provide frequent intermittent teacher attention

Antecedent Intervention Strategies

Eliminating/ Modifying antecedents that "trigger" the behavior

AND

Prompting Replacement/Desired behavior (e.g., pre-correction)

| Alter Setting Event	Modify Antecedents	Teach Behavior	Manipulate Consequences
Eliminate or Neutralize Setting Events	Remove/Modify "Triggers" for the Problem Behavior	Teach Replacement Behavior	Reinforce Replacement or Desired Behavior
	Prompts for Replacement or Desired Behavior	Teach Desired Social Skills	Extinguish/Suppress Problem Behavior

Make Problem Behavior Irrelevant:
Eliminate or Modify Antecedent Triggers

Evidenced-based examples include:

1. Explicit rules and expectations directly taught and publicly posted
2. Assessment-based differentiated instruction (instructional match)
3. Opportunities to actively respond (correctly)
4. Scheduled Praise and Attention (Adult and/or peer)
5. Structure via predictable routines
6. Change up tasks (task interspersal or behavioral momentum)
7. Student Choice
8. Effective Directives
9. Teacher Proximity

Eliminating or Modifying Antecedent Triggers

A ➡ B ➡ C ➡ F
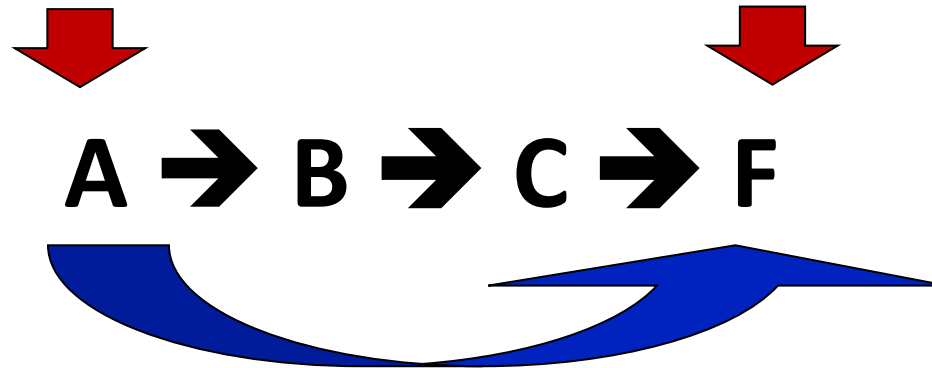
Instead of asking Morgan to write an essay in order to tell us what she knows about how the two-party political system developed in this country, let's have Morgan dictate her answers into voice-to-text software.

*By allowing Morgan to dictate her response we have addressed both the antecedent (long writing assignments) and the function (escape from long writing assignments).

Effective antecedent strategies must directly address both the specific antecedent and the function of the problem behavior as identified in the Behavior Pathway.

During independent reading time in language arts, when several minutes have passed without teacher attention. Maria makes noises, talks out, and walks around the room. This behavior is maintained by adult attention.

Which is the best antecedent strategy?

Addresses:
1. **Antecedent?** 2. **Function?**

- ~~Have peers remind the student to stay in her seat~~

- ~~Give student more time to finish her reading assignment~~

- Teacher provides frequent praise for reading quietly and staying in her seat

- ~~At the beginning of independent reading, explain to the class why it is important to sit quietly~~

- ~~Provide student with readings on preferred topics~~

Antecedent Strategies:

Prompting the Replacement or Desired Behavior

Prompts are supplementary antecedent stimuli used to evoke a desired response under specific environmental conditions

Examples of Prompts

Verbal Cues
- Pre-correction

Movement cues
- Pointing, tapping, touching, looking at

Position cues
- Place one stimulus closer to the student

Remember to raise your hand and wait to be called on.

Pre-Correction

Pre-Correction Critical Features:

1. Pre- means **before…**

2. Pre-Correct for what to do – prompt for the replacement or desired behavior,

3. Pre-correction should always be paired with identifying and removing from the environment antecedent triggers for identified problem behavior

Defined as a systematic approach to preventing identified chronic problem behavior that involves providing an explicit stimulus cue for the replacement or desired behavior.

Pre-Correction - *Examples*

- "Before we line up, remember walk in a straight line, quiet voices with hands to self"

- "Before we break into group work, if you need help -- remember you can ask a peer in your work group quietly for help, and if they don't know the answer, go on to the next problem, and you can ask me at the break."

- As students enter the classroom, the teacher points to a visual schedule that prompts students to pick up their folders, go straight to their desk, and to get started quietly on the warm-up activity on the board, while saying, "Make sure to follow the schedule".

- Teacher raises hand above head as a visual prompt, saying, "If you know the answer to this question, quietly raise your hand."

Response Interruption & Redirection

At the earliest signs of problem behavior, quickly signal the student to stop and then immediately prompt the alternative behavior.

Example: During independent work, Darrell often talks out to get <u>teacher attention</u>. If ignored, Darrell begins yelling and throwing materials.

Intervention: When Darrell first starts talking out, his teacher *immediately, briefly and in a way that is not reinforcing* prompts him to use the appropriate behavior. If/when Darrell uses this response prompt to choose the new replacement behavior, the teacher explicitly and significantly reinforces him more for doing so than any reinforcement made available by the prompt itself.

Critical Features – Reinforce, Extinguish & Suppress

- **Teach** replacement (and eventually desired) behavior using explicit instruction

- **Prevent** problem behaviors by altering environmental conditions known to trigger the problem behavior and by adding explicit environmental triggers for replacement (and eventually desired) behavior

- **Reinforce** replacement (and desired behavior) on a schedule that far exceeds any reinforcement still available for problem behavior

- **Extinguish** problem behaviors by minimizing to the extent possible the source of reinforcement that sustains the behavior

- **Suppress** future occurrences of B- by contingently introducing behavior weakening consequences into the environment

Consequence Strategies

Consequence strategies are designed to:

Systematically strengthen replacement or desired behaviors by reinforcing them with sufficient frequency

AND

Systematically weaken problem behavior by denying it access to reinforcement and/or responding to it with behavior suppressing consequences

Alter Setting Event	Modify Antecedents	Teach Behavior	Manipulate Consequences
Eliminate or Neutralize Setting Events	Remove/Modify "Triggers" for the Problem Behavior	Teach Replacement Behavior	Reinforce Replacement or Desired Behavior
	Prompts for Replacement or Desired Behavior	Teach Desired Social Skills	Extinguish/Suppress Problem Behavior

Consequence Strategies that Strengthen Behavior

Reinforcement: The process by which a consequence that reliably follows a behavioral response increases the future probability of that response under the same or similar environmental conditions.

Positive Reinforcement: A type of reinforcement in which the consequence for a behavior involves the contingent addition of a stimulus to the environment that the learner experiences positively or pleasurably.

> **Example**: The issuing of full points on a student's Check-In, Check-Out Daily Progress Report contingent upon that student meeting the criteria for acceptable performance

Negative Reinforcement: A type of reinforcement in which the consequence for a behavior involves the contingent removal of a stimulus from the environment that the learner finds rewarding to see go.

> **Example**: A student who misbehaves to escape completing math worksheet, is allowed to cross one problem out for every one problem he completes

Reinforcing Replacement and Desired Behavior

Fundamental principle:

For behavior change to occur, the student's environment must deliver reinforcement for the replacement or desired behavior that is …

- more desirable,

- more immediately available,

- obtainable in greater magnitude and

- available more consistently

… than the reinforcement that the environment makes available for the problem behavior.

If we do not put theory to work for us in this way in our interventions, behavior change will not occur.

Consequence Strategies that Suppress/Weaken Problem Behaviors (1.)

1. Punishment: a reduction in the future probability of a specific response as the result of the contingent and immediate delivery of a consequence for that response.

Positive Punishment: --- reducing the probability of a behavior occurring in the future by contingently introducing an aversive stimuli into the environment

Negative Punishment: --- reducing the probability of a behavior occurring in the future by contingently removing a desirable stimuli from the environment

Examples of Punishment:
- Scolding
- Detention
- Suspension
- Loss of recess time/free time
- Additional homework assignments
- Removal/Suspension from sports teams, clubs, or other extracurricular activities

Consequence Strategies that Suppress/Weaken Problem Behaviors (2.)

2. Extinction - systematically preventing reinforcement for a specific, previously learned (i.e., reinforced) behavior.

Examples of extinction: --- A student giggles and makes silly faces during instruction to obtain peer attention – if the other students withhold laughter, then eventually the amount of giggling and silly faces will decrease

Considerations:

- Be aware of the "extinction surge" - students will escalate their behavior when denied reinforcement they have grown accustomed to receiving in order to gain access to that reinforcement you are trying to deny them

- Typically requires a long time to affect change - the student continues to hope the behavior will "work" as it once did and so persists with the problem behavior

- Because extinction alone takes a long time to affect change, always combine extinction procedures with reinforcement of desired replacement behavior

Consequence Strategies that Suppress/Weaken Problem Behaviors (3., 4. & 5.)

3. Response Cost - a behavior weakening procedure in which a specific amount of previously earned reinforcement is contingently withdrawn following a specific student response

> **Example**: --- The classroom teacher uses a token economy system to reinforce positive behavior; however, for certain infractions students may lose a certain number of points/tokens

4. Overcorrection - involves having the student engage in repetitive behavior as a penalty for having displayed an inappropriate response

> **Example**: --- A student is frequently tardy and enters the classroom in a manner that disrupts instruction. The teacher would then have the student practice the appropriate and expected steps for entering the classroom during instruction.

5. Time-Out - a procedure that temporarily excludes a student from the opportunity to earn reinforcement

- Non-Exclusionary Time-Out Example: During morning meeting, a student is struggling to sit on the floor near their peers without touching or hitting them. The student is then asked to sit at their desk where they can see and be seen by the group that is engaging in reinforcing activities.
- Exclusionary Time-Out Example: Instead of the student being asked to sit at their desk, they are asked to sit away from the group at a designated desk behind a partition where they can no longer see or be seen by the group/ or they are sent to a separate location.

Questions?

Thank You!

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