

# ANTECEDENT INTERVENTIONS

## PREVENTING PROBLEM BEHAVIOR

Antecedent interventions decrease the likelihood of a problem behavior occurring. They are often helpful when you can't give a student what he/she wants (i.e. escape or attention) and student is using problem behavior to get it.

**Antecedent --> Behavior --> Consequence**

### 1 Positive Interactions

4:1 Positive to Negative Teacher Interactions - Includes verbal and nonverbal behavior

2 Parts of Praise Statement:

1. Praise word
2. Description of behavior that was praiseworthy

Praise social and academic behavior  
Praise when student complies with request

Examples:

"Thank you for lining up quietly! Great job!"

"Yes, that's correct. 2 + 2 is 4."

"You can" statements

"You can get a pencil out of the basket."

Stating error corrections in a neutral fashion (with prompting)

"Let's look at that word again. What sound does /ee/ make?"



### 2 Praise Around



Provide specific positive praise to students around student who is not engaging in expected behavior

Use teacher proximity

Keeps 4:1 ratio if a corrective statement needs to be made

Examples:

Anthony is walking around the room, talking to others. Teacher says, "Good job, Johnny is standing in line and ready to go to recess. Thank you, Sofia for standing in line and being ready to go to recess. Natalie and Jack are standing in line correctly and ready to go to recess." Hopefully by this time, Anthony is on-task, standing in line, and ready for recess. Teacher says, "Thank you, Anthony, for lining up for recess."

### 3 PRE-CORRECTION

Reminder/rehearsal of expectations prior to a task

Based on schoolwide expectations and practiced routines

Examples:

"Remember, before we go into the hallway...."

"What does "being on task" look like during an assembly?"

"What are the materials you need for math?"



### 4 BEHAVIORAL MOMENTUM

Behavioral Momentum =  
Several HIGH probability requests are followed by a LOW probability requests.  
Goal is to increase compliance

Hp ----> Hp ----> Hp ----> Lp

High probability request =  
Student is likely to comply, it is easy for the student

Low probability request =  
Student is NOT likely to comply, it is harder or student does not want to

Example:

"Students, please get out your math book." ----> "Open to page 20." ----> "Remember, you are going to add numbers together to find the sum. Look at problem number 1. Please find the sum of these two numbers."



### 5 DOTS FOR MOTIVATION

Steps:

1. Cut dots into individual pieces
2. Tape an envelope to side of student's desk
3. When student is on-task, reinforce with a dot sticker placed in envelope.
4. Stickers can be placed on problems of student's choice

Variations:

**Escape-Maintained:** provide dots at beginning of day, student completes one problem, can cover another

**Fade Intervention:** cut dots in half and has to use two pieces to cover one problem - can continue until 1/4s

**Tokens:** students can decide to keep dots and complete all work. Dots can be used to trade-in for a reinforcer.

