Antecedent Based Interventions to Decrease Interfering Behavior

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Objectives

- Why and how the physical environment directly affects Child success
- Discuss methods to structure the Home and classroom and individualize the space based on Child needs
- Examine Home and classroom routines and schedules and how they affect Child success
- Provide examples of and evaluate how to structure Home and classroom schedules/routines
- Present multiple examples of visual supports and how they can be implemented at home and in the classroom

A Brief Overview of Antecedent Interventions...

- Antecedent interventions focus on the behavioral supports and strategies that can be put in before interfering or problem behavior(s) occur
- Antecedent interventions concurrently support and/or teach the desired behaviors while reducing the probability that the interfering behaviors will occur
Setting Up the Physical Environment for Success
Home and Classroom

Why is the physical environment important?
- Provides structure, consistency, and predictability
- Nonverbally communicates expectations
- Promotes academic and behavioral success
- Organized and productive environment
- Antecedent intervention!

How does the physical environment affect students with ASD?
- Teaches children home or classroom routines and schedule without relying on verbal components
- Addresses need for structure and predictability
- Sets boundaries and expectations for children
- Addresses interfering behaviors before they occur
- Builds in communicative teaching opportunities
- Structure, structure, structure!

Assigning functions to spaces
- Type and location of furniture
- Type and location of teaching materials
- Accessibility to reinforcers or distractions
Assigning Functions to Spaces
Home and Classroom

- Consistency and predictability in environment
- Non-verbally communicates expectations
- Organizes environment for child
- Helps child make sense of physical environment and role in that space

Assigning specific functions and purposes to each space, such as horseshoe table for group work only or bed for sleeping only

Note: In general education classrooms, spaces can become somewhat multi-functional as less concrete/more complex boundaries and functions can be applied

- Create visual boundaries among the spaces to differentiate their functions Ex: colored tape on the floor, shapes or colors on the tables, or pictures on the backs of chairs
- Make all of the spaces functional for the adults so they are consistently used for their intended function
Assigning Functions to Spaces

Classroom

Sample Classroom Layout
Class with less than 10 students

Sample Classroom Layout
Class with more than 10 students

1. How can you apply these ideas and examples to your classroom?
2. What other functions do you assign to spaces in the classroom?
3. How do you create environmental expectations and boundaries?
Furniture placement allows us to create the physical boundaries of our assigned function areas and creates environments that are physically conducive to positive behaviors and learning.

Things To Consider For Placement of Furniture

- Creating spaces that visually represent and define the boundaries of the "function" area
- Physical proximity to other pieces of furniture and people
- Placement of seats for different types of students, EX. Some students do best very close to the teacher or with a seat away from physical distractions(Classroom)
- Keep in mind interfering behaviors like children who may have escape behaviors or physical aggression when placing furniture
- Use child sized furniture whenever possible!

Visual Elements of Furniture

- Helps children learn expectations of each space (Think transitions)
- Visually define space and distinguish from other spaces
- Can serve as a teaching tool for skills like colors, sight words, labeling, etc.
Type and Location of Furniture
Home and Classroom

Things to Consider for Type of Classroom Furniture

- Child sized whenever possible, difficult to focus on other things if body is uncomfortable
- Type of seating very important to consider for each individual child’s needs
- Sufficient space for both child and adult to work in
- Furniture that allows easy access and storage of teaching materials and reinforcers

Type and Location of Furniture
Classroom

Things to Consider for Type of Classroom Furniture

- Inviting for a student - Ex. a wobbly metal desk with a drawer that is falling off may not seem like the most fun place to be at the time!
- Visually appealing and distinguishable
- Personalize the furniture
- Overall - Think outside of the box! Different size and shape desks/tables, different types of seating, different modalities of storage, creative visual presentations

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Type and Location of Teaching Materials

Best practice to use evidence based curriculum and supplement and individualize curriculum through different sources

- Utilize team members!
- Many resources available online
- Supplement with visual supports
- Individualize for student’s specific likes and interests
- Multi Modality: Individualize for student’s preferred or most successful learning style

Easily accessible for teaching staff only
- Organized
- Set up for ease of data collection
- Reinforcers readily available in different areas
- Label for quick identification
Accessibility to Reinforcers and Distractions

When looking at the accessibility of reinforcers/motivating activities or items- we want to restrict access!

Restricting access to reinforcers/motivating activities or items contrives meaningful communication opportunities and makes you the 'giver of good things!'

- Have reinforcers easily accessible for adults, but out of physical reach for children
- Food in assigned area, not freely accessible to children
- Preferred items/activities can be visually available, but still requiring child to request access
- Contrive opportunities throughout day for child to potentially gain access through requesting (Must teach the skill of requesting)

Schedules and Routines

Home and Classroom

Having an effective and meaningful schedule and routines is integral to antecedently addressing and preventing interfering behaviors!

Schedules and routines:

- Address individual child needs
- Provide consistent and predictable expectations
- Promote structure
Schedules and Routines: Home and Classroom

- Build in breaks for the child.
- Ensure that each member of the teaching staff has a specific function at any given time (Classroom).
- Ensure adequate instructional time for each student (Classroom).
- Organize providers' schedules (SLP, OT, PT, etc.).
- Removing downtime = antecedently addresses interfering behaviors.

Components of Effective Classroom Schedules/Routines:

- Assigning and delegating adult responsibilities (including location).
- Assigning each student with location, task, and adult for the entire day.
- Plan for inclusion opportunities.
- Include sufficient time for breaks, bathroom trips, and transitions.
- Be SPECIFIC!
Components of Effective Home Schedules/Routines

- Include/plan for components of entire family’s everyday life
- Provides level of predictability for child’s day
- Plan for sensory, play, and learning opportunities
- Include sufficient time for breaks, bathroom trips, and transitions
- Be SPECIFIC!

Visual Supports
Home and Classroom

- Visual supports communicate events/activities and expectations
- Visual supports communicate expectations, changes/transitions, and provide structure
- Visual supports can promote choice making, such as during meal time
- Compare to how you and I use a calendar, to do list, or a grocery list to plan and organize our thoughts and days.
Assigning Functions

+ Type & Location of Furniture
+ Type & Location of Teaching Materials
+ Schedules/Routines
+ Visual Supports

Antecedent Interventions to Decrease Interfering Behaviors and Promote Success!

Questions?

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That's all Folks!
References
