Behavior Support Plan

Antecedent Strategies

What are these? Antecedent strategies are behavior management techniques to implement BEFORE challenging behavior occurs. By using antecedent strategies you are setting your child up for success!

BEHAVIOUR: SHOUTING

FUNCTION: TO ESCAPE DOING HOMEWORK

Describe the situation

Talk to your child about the situation. For example, if s/he does not want to do homework, say something along the lines of, "I can see you have a lot of homework and don't want to do it."

Talk about feelings

Label your child's feelings. For example, "I can see your math homework is making you frustrated."
Also label other people's feelings, "If you don't do your math homework, your teacher will be upset."

Work on replacement thoughts

Ask your child what his/her thoughts are on the issue. Practice re-framing these thoughts. For example, if s/he thinks the homework will take too long, provide a replacement thought such as, "The quicker you start, the quicker you'll finish."

Work on replacement actions

Instead of engaging in shouting behaviour, provide replaceent beahviours for your child to engage in. For example, brainstorm actions that will help resolve the conflict, such as: take a break and then do homework, start English homework then do Math, ask for help if needed etc... Include your child's suggestions. For example, s/he might say, "Don't do homework at all." Include that in the brainstorming plan and come back to it and explain why that one won't work.

Other Antecedent Strategies:

Modify Environment	Provide Choice	Use Visuals	Contingency reviews	Motivators
• Make the workspace fun. For instance, decorate it with things your child likes, uses, fun stationary etc.	• Give your child a sense of control by allowing him/her to choose when to do a task, in what order to complete mutliple tasks etc.	• Use visual schedules. These can include time frames so that your child is aware how long certain tasks may take.	• Remind your child what s/he has to do in order to earn a break. • For example: First let's finish your homework, then you get video games.	• Ensure s/he is working for something s/he likes. • Before starting homework, ensure there is a fun activity/favourite snack etc. lined up upon completion.

Why use antecedent interventions? Shouldn't s/he just do what s/he's told?

✓ By using a positive approach with your child, we are also modeling the behavior we expect her/him to engage in. If we as therapists, parents, family, start shouting to get her/him to do the work, we are modeling maladaptive behaviors which s/he may copy when s/he doesn't get what s/he wants

✓ We need to flexible with our teaching strategies to ensure we are teaching in ways that are conducive to your child's learning. Not all children or adults learn in the same way.

✓ By using antecedent interventions, we are setting your child up for success. We are putting as many supports in place to prevent the problem behavior from occurring in the first place. This can help if the problem behavior escalates quickly and is

intense. Once intense problem behavior has occurred, you may find that you, as the parents, have lost control over the situation. It's important to pick the battles that you can win.

Replacement Behaviors

- <u>What are these?</u> Every time we select a behavior to reduce, we need to select a functionally equivalent behavior to increase. For example, if your child engages in shouting to escape from demands, we need to teach her/him an appropriate way to access a break, such as by asking for one appropriately.

Language	Coping	Self-Regulation	Waiting	Compliance
• Ensure to teach your child appropriate ways of asking for what s/he wants. Instead of shouting to access a break - s/he can simply ask for one.	• It is important to teach your child coping strategies and behaviors s/he can engage in when upset or frustrated, such as deep breaths, counting to 10, squeezing a stress ball, shouting into a pillow, taking a walk, getting a drink of water etc.	• This ties in with coping and can incorporate self-monitoring practices whereby have your child recognise her/his feelings and whether s/he was able to cope appropriately. Checklists/traffic light systems etc. can be used as visual aids.	• By teaching waiting skills, we are teaching delayed gratification. It is important to teach your child to wait successfully for more preferred activities.	• It is important to teach compliance to basic demands and activities and then build in more complex/longer compliance tasks/activities.

Why teach replacement behaviors? Shouldn't s/he just do what s/he's told?

- ✓ We want to teach your child appropriate ways to get what s/he wants to prevent the maladaptive behavior from occurring.
- ✓ Once we have built up these replacement behaviors, we can incorporate more demands and build up your child's toleration to denied access and less preferred activities.

Consequence Strategies

What are these? These are strategies to implement AFTER behavior has occurred.

Reinforce	Ignore	Redirect	Punish
• This should be your GO TO strategy! Everytime your child does something well = REINFORCE! Provide labeled praise (i.e. praise specifically what s/he did well) • X "Good job doing your homework" • ✓ "I like how you finished your math homework so quickly. Looks like you really understand it." • You get more of what you reinforce!!!	• Depending on the behavior(especiallly if s/he's engaging in the behavior for attention), it may be best to simply ignore it as if it were not happening. Ensure to remain neutral while ignoring the maladaptive behavior. • ONLY implement this if it is safe to do so. For example, NEVER ignore your child in a parking lot even if they are screaming for attention.	• In order to prevent your child from escaping the work task, it may be necessary to redirect him/her to the task at hand and prompt him/her on how to compelte it. Prompts can look different depending on the individual. You may use physcial guidance, verbal instructions, visual cues, gestures, textual cues etc. to help your child engage in the desired response.	• Before resorting to punishment, it is important that you have tried ALL the above mentioned strategies first (reinforcement, ignoring/redirecting as well as teaching replacement behaviors and using antecedent interventions) • Some punishment strategies could be a reprimand, time out, removal of preffered items etc. • This is a LAST resort if to be used at all.

Maladaptive Behavior(s): <u>Shouting</u>   Replacement Behavior(s): <u>Ask for break</u>   Date of Data Recording: <u>22.11.20</u>

Set Interval: <u>Every 15 minutes for 2 hours</u>

Choose a time in your day to record data. For example, your child usually does her/his homework from 4:00 pm – 6:00 pm. Observe your child during this time. Set your timer to the set interval. For example, the interval may be every 15 minutes. If the maladaptive behavior occurred at any point(s) during the 15 minute interval, record a **+**. If the maladaptive behavior did not occur at any point during the interval, record a **-**. At the end of your set time (2 hours), add up the number of +'s and divide by the total number of intervals. Multiple this number by 100 and you will get the percentage of occurrence of maladaptive behavior. The goal is for this to reduce over time.

Example:

Maladaptive Behavior(s): **Screaming** Replacement Behavior(s): **Asking for a break** Date of Data Recording: **November 22nd 2020**

Set Interval: **15 minutes**

4:00 – 5:00	15 minutes	30 minutes	45 minutes	60 minutes
	+	**+**	**-**	**-**
5:00 – 6:00	75 minutes	90 minutes	105 minutes	120 minutes
	-	**+**	**-**	**-**

Total: <u>3 intervals where maladaptive behavior occurred</u> X 100
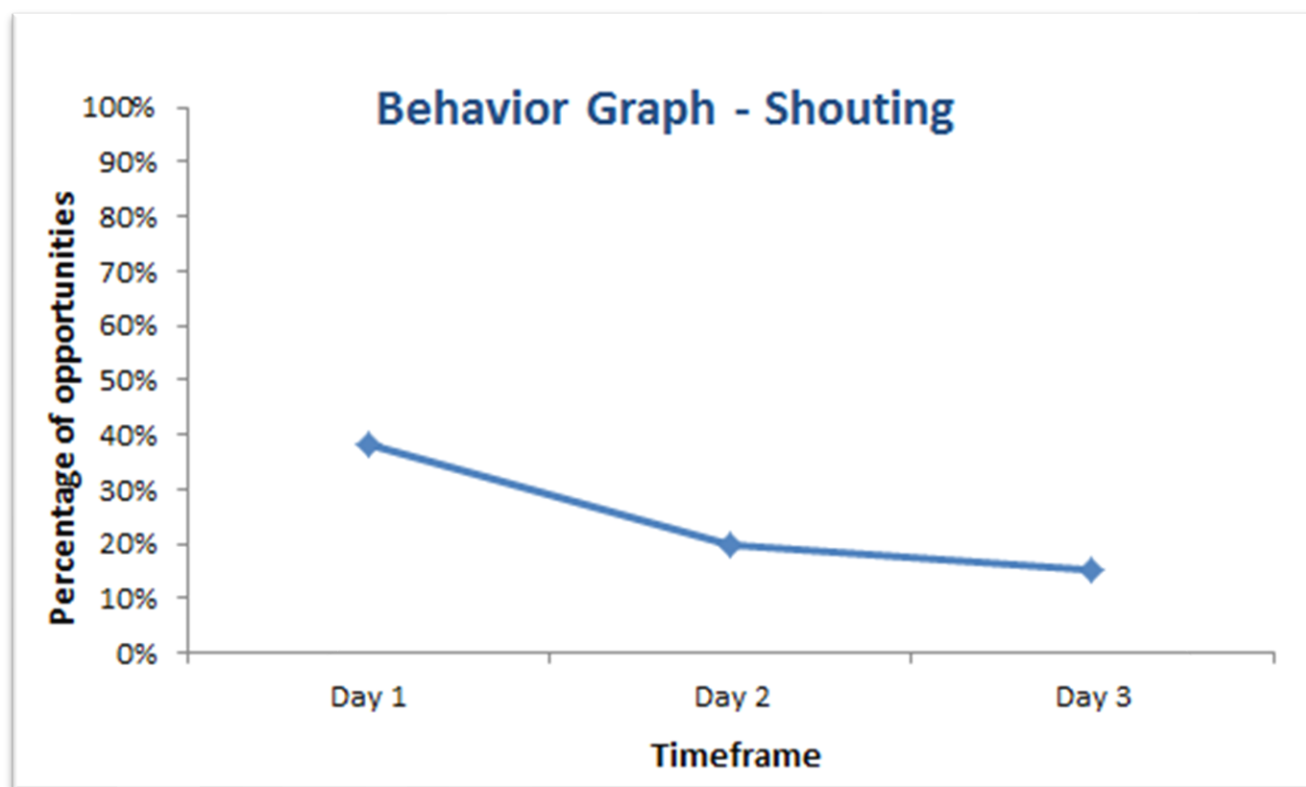
Total of 8 intervals

3/8 = 0.375   0.375 X 100 = **37.5%**

Shouting occurred in 38% of observed intervals.

Graph the data to observe a trend over time:

Why graph?

✓ By graphing your child's data you will know if you are on the right track or if you need to change strategies.
✓ All intervention decisions are based on data as it is objective and clear as to what is going on in the situation.