List of Antecedent, Behavior, and Consequences Strategies.

*Source: Harlacher, J. E., & Rodriguez, B. J. (2017). An Educator’s Guide to SWPBIS. Marzano Research. Centennial, CO.*

**Antecedent Strategies**

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|  | Prevention |
| Function of Behavior | Antecedent: Designed to prevent the problem behavior or to offset the potency of the antecedent |
| Attention | *Adult Attention*  • Give attention early for positive behaviors.  • Check in with the student upon arrival.  • Provide adult attention before the problem behavior occurs.  • Place student at a desk where he or she is easily accessible.  • Give the student leadership activities allowing for teacher interaction.  • Give the student frequent intermittent attention for positive or neutral behaviors.  *Peer Attention*  • Allow the student to work with a peer during classroom activities.  • Allow the student to check his or her work with a peer.  • Provide a group activity prior to independent work.  • Allow the student to work with a peer for positive behaviors.  • Place the student at desk where he or she can work easily with peers.  • Give the student leadership activities that allow peer interaction. |
| Escape Difficult Task | • Intersperse brief or easy tasks among more difficult ones.  • Establish clear classroom rules and expectations.  • Use effective instructions and commands.  • Provide additional instruction on specific skills needed.  • Provide a visual prompt to cue steps for completing tasks.  • Preteach content.  • Precorrect frequently and deliberately to remind students to ask for help.  • Modify assignments to meet instructional or skill levels.  • Adjust timelines, provide graphic organizers, break in to smaller chunks, and so on.  • Alter the mode of task completion.  • Provide additional support focused on instructional skills.  • Utilize Homework Club, study hall, and so on.  • Assign the student to work with a peer.  • Differentiate instruction.  • Build natural breaks into the assignment (for example, complete 3 problems and come and tell me). |
| Access Preferred Activity or Item | • Increase predictability in the environment.  • Give cues or several warnings about upcoming transitions.  • Establish a clear and predictable schedule.  • Make use of visible routine schedules, activity boards, photographs, or picture schedules.  • Arrange highly preferred activities before other preferred activities, avoiding high-to-low-preference transitions.  • Establish clear classroom rules and expectations.  • Keep the rules to a maximum of five, allow students to help formulate them, make them brief, positively state them, and post them visibly on the wall.  • Provide opportunities for choice during instruction and free time  • Create an enriched environment that includes student interests and preferred activities. |

**Consequence Strategies**

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| Function of Behavior | Consequence (Reinforce Appropriate): Designed to increase reinforcement for the desired behavior | Consequence (Minimize Payoff for Problem Behavior/Extinction): Designed to remove reinforcement for the unwanted or problem behavior |
| Attention | * Respond quickly if a student appropriately asks for attention. * Give the student frequent attention for positive behavior. * Allow the student to earn time for extra attention through positive behavior. * Allow student to earn time with peer for quietly working in class. * Allow student to earn lunch with teacher for raising hand and waiting quietly. * Use tier two interventions, such as Check In/Check Out. | * Eliminate or minimize the amount of attention provided to a student for engaging in a problem behavior. * Limit verbal interaction—create a signal to prompt the student to stop the problem behavior and redirect it to appropriate behavior. * Avoid power struggles. * Avoid consequences resulting in high rates or intense attention. * Provide a time-out or quiet space away from teacher or peers if work avoidance is not also a concern. |
| Escape Difficult Task | * Respond quickly if the student appropriately asks for help or for a break. * Deliver a break when the student asks; and provide a larger payoff for engaging in the task (if appropriate based on student skill). * Increase specific praise for appropriate behavior. * Reward the student for being on task, trying hard, completing work, and asking for a break or help appropriately. * Consider the student’s interest. * Use tier two interventions, such as academic interventions. | * Minimize the payoff for a student engaging in problem behavior. * Eliminate or minimize the amount of missed instructional time or work provided to a student for engaging in problem behavior. * Hold the student accountable for work (or time) missed due to problem behavior. * However, you need to make sure the student can do the work, or provide support or instruction so student can complete the work! |
| Access Preferred Activity/Item | * Use specific verbal praise. * Provide reward on a continuous schedule of reinforcement (immediate at first) and decrease to intermittent after a period of successful appropriate behaviors. * Use tier two interventions, such as a setting-based intervention (for example, access to playground equipment). | * Make sure the student does not access the preferred item after engaging in problematic behavior. * Prompt the student to appropriately request the activity or item if he or she is engaging in problematic behaviors. * Ensure that student doesn’t miss instructional time upon engaging in problematic behavior. |

**Behavior Strategies**

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| Function of Behavior | Teaching: Designed to teach the student skills needed to engage in replacement and desired behaviors |
| Attention | * Teach students appropriate ways to gain adult or peer attention, such as:   + Raise your hand and wait patiently for the teacher.   + Check your work with a peer.   + Ask to join an activity. |
| Escape Difficult Task | * Teach more appropriate ways to ask for help or break (for instance, raise your hand and wait patiently for the teacher to call on you; use a break card). * Teach students to ask for easier problems or tasks or intersperse easier and mastered problems with new content. * Provide academic instruction and support to address student skill deficits, such as additional instructional time or additional support, and practice at home. * Provide more focused instruction in class. * Conduct an additional assessment to identify specific skill deficits and provide corresponding instruction. |
| Access Preferred Activity/Item | * Teach the skills needed to appropriately request or to access a preferred activity or item. * If students have limited verbal skills, utilize picture symbols to request a preferred activity or item. * Teach students how to respectfully ask for item or activity or more time. * Teach students to raise hand and wait. * Teach the “first, then this” strategy. * Provide students with opportunities to practice the new skill in various environments and situations (ensure that student experiences success when learning new behaviors). |