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**

|  |  |
| --- | --- |
|  | 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**

|  |  |  |
| --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| 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).
 |