Prevention of Problem Behavior
Antecedent Based Intervention (NCI)

Dalia Wagdi, BCaBA, SLP
Antecedent Based Intervention (NCI)

• **What is “Behavior”?**
• Behavior is everything people do and say!

  • **Examples**
    - Saying, “Hello,” upon seeing a friend
      - Asking for “water”
    - Jumping on the bed
      - Coloring
    - Listening to story
      - Playing
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- Problem Behavior Examples

- Participants..?
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• Current Intervention Procedures/Plan used to deal with problem behavior...?

• Is it “Effective”? Does it work?

• Is the behavior “Decreasing”...?
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• Identify the “Problem Behavior”!

• Define “Problem Behavior”!
Prioritizing Target Behaviors:

• Threats to health or safety of child or others

• Frequency:
  - Opportunities to use the new bx
  - Occurrence of problem bx

• Longevity of problem (chronic before new one)

• Potential for higher rates of reinforcement?

• Relative importance of this target be to future skill development and independent functioning
Socially Significant Behavior

• Examples for behaviors that parents want to address first (e.g. academics)

• Parents should understand that we have 2 types of behavior....a behavior to decrease and behavior to increase!
WHY...?

• To intervene in the behavior that we want to decrease we have to find out first the function of the problem bx (i.e. the behavior that we want to decrease..!)

Why?

To consider the function while setting the bx treatment plan (as behavior targeted for increase SHOULD be “Functional equivalent behavior) i.e. serve the same function of the challenging behavior
Without data, you are just another person with an opinion.'
Andreas Schleicher
A – B - C

• **A – Antecedent**: what happens in the environment (immediately before the behavior) that leads to the occurrence of the behavior?

• **B – Behavior**: what exactly is the behavior that occurs? What does it look like? How intense is it? how long does it last?

• **C – Consequence**: what occurs immediately after the behavior including adults and how did they deal with the behavior? (e.g. reinforcement, punishment, extinction (i.e. ignoring)
Example:

- Child sees candy at store counter
- In the past (i.e. history of Bx), child has received candy at store

- Child screams, yells and reaches for candy
- Tantrum begins, i.e. crying and screaming

- Child is given the candy
- Tantrum stops

Function of his “crying” behavior...?
<table>
<thead>
<tr>
<th>Antecedents</th>
<th>Behavior</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan calls Brenda a “creep face” and laughs at her</td>
<td>Brenda punches Susan on the arm</td>
<td>Susan stops laughing and walks away</td>
</tr>
<tr>
<td>A group of students at recess call Brenda fat</td>
<td>Brenda kicks several of them</td>
<td>The students run away</td>
</tr>
<tr>
<td>Brenda spells a word incorrectly during an oral review and the child behind her laughs</td>
<td>Brenda pulls the child’s hair</td>
<td>Brenda is sent to the office</td>
</tr>
<tr>
<td>Brenda is playing blocks with Ben. Ben takes a block from Brenda</td>
<td>Brenda hits Ben over the head with another block</td>
<td>Ben puts the block down and runs away</td>
</tr>
</tbody>
</table>

{Dr. Terrasi 2010}
Common Functions of Behavior

“E.A.T.S” – Escape, Attention, Tangible, Sensory
Escape/Avoidance
Attention

MUAHAAHAHAHA!

MY MISCHIEF CAUSES MY PARENTS TO ATTEND TO ME! PERFECT PLAN!
Tangible/Access
Automatic Reinforcer
Consequences
Intervention (consequence)
Antecedent Based Intervention (NCI)

• Extinction
  • Determine the function of the behavior and terminate access to that function to distinguish that behavior!
  • Withhold the “Reinforcement of the behavior!
  • Tangible and Escape!
  • Used to decrease inappropriate behaviors, e.g. Tantrums, screaming, crying, scratching (SIB), ..etc!
  • Doesn’t mean that you stop the behavior, the behavior may still occur/happen...you withhold reinforcement!
  • Doesn’t mean “Ignoring” the behavior!
Extinction!

WITHHOLDING REINFORCEMENT FROM PREVIOUSLY REINFORCED BEHAVIOR?!?

EXTINCTION BURST!!!!!

EXTINCTION Bursts & Your Baby’s Sleep
negative behavior ➔ no longer give the child a reinforcer = less negative behavior
# Intervention

## Old Way!
- General intervention for all behavior problems
- Intervention is reactive focus on behavior reduction
- Quick Fix

## New Way
- Intervention matched to “function of behavior” of the behavior
- Intervention is proactive
- Focus on teaching new skills
- Long term interventions
Reactive Approaches

Punishment

- Take away things you do like!
- Add things you do not like!

Examples:
- Adding extra chores
- Taking away privileges (Response cost)
- Time-out from reinforcement
Reactive Approaches

- Side effects and drawbacks of “Reactive Approach”, i.e.
  - “PUNISHMENT”

So Let’s Talk About Some Positive Approaches
Proactive Interventions

- May Involve a **VARIETY** of Interventions
- **Skill Development** (e.g. Participants ex)
- **Extinction** (stop reinforcing behavior previously reinforced)
- **Differential Reinforcement** (reinforce appropriate behavior & ignore inappropriate behavior)

Examples
The 3-Term Contingency of Behavior

A → B → C

Antecedent (Stimulus) → Behavior (Response) → Consequence (Feedback)

Learning occurs as a result of consequences, changing behavior successfully requires manipulating antecedents!
Antecedent Based Intervention (NCI)

• **Antecedent**
• Pay close attention to:
  ✓ The activity
  ✓ The adult(s)
  ✓ The peer(s)
  ✓ The location/environment
  ✓ The demand or request
  ✓ Nothing is not an option!
Antecedent Based Intervention (NCI)

• Non contingent reinforcement (NCR)

• High-probability request sequence

• Functional communication training (FCT)
Antecedent Based Intervention (NCI)

- **Non Contingent Reinforcement**
- NCR is an antecedent intervention
- Stimuli with known reinforcing properties are delivered on a FI or VI schedule independent of the learner’s behavior
- Uses three distinct procedures
  - Positive reinforcement
  - Negative reinforcement
  - Automatic reinforcement
- Identifies & delivers stimuli with known reinforcing properties
• The use of “NCR” may decrease problem behavior
  ✓ Reinforcers that maintain the problem behavior are available **freely & frequently**

• Functions as an abolishing operation (AO)
**Antecedent Based Intervention (NCI)**

- Non contingent Reinforcement (NCR) is an antecedent intervention/procedures used to prevent problem behavior. This intervention works best with children who seek attention inappropriately, i.e. reinforcement is attention.

- Allows teachers to satiate the child’s environment with his/her preferred MO (motivating operation) so that he does not seek it using inappropriate behaviors.

- Attention provided will not be contingent on **any behavior**.
Procedure of using NCR

• **Match the Function**: match the function of the behavior targeted for reduction, i.e. if the target behavior is maintained by attention, provide attention on an NCR schedule.

• **Be Clear on Delivery Method**  Regardless of the interval, the crucial aspect is that NCR occurs independent of the target behavior.

• **Assess with Data**  NCR procedure is effective? take data! You need to be clear on your target behavior(s) and replacement behaviors and the specific features you will measure (e.g., rate, duration, intensity, etc...).
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- **Ecological Effects**: E.g. if you provide NCR in the form of attention for a particular student at school, other students may react in less-than-desirable ways.
- **Have an End Game** (i.e. Thinning Schedule) You can’t run NCR forever. At the beginning NCR should be provided on a continuous basis. The schedule can then be faded from continuous reinforcement to a more appropriate level.
Example of Implementation

• Currently Laila demonstrates problem behaviors on average 4 times per hour.

The VI schedule will be 5 times per hour at varied intervals.

• The timer will be set for varied intervals within that hour so that five reinforcement sessions occur every hour.

Each time the timer goes off, the teacher will provide Laila with positive verbal attention. This attention can be in the form of praise (i.e. “Good job playing with your peer.”). It can also be random such as “I like your shoes.” or “Will you hold my hand?” During this period of attention, the teacher will provide it no matter what activity she is engaged in. Once data indicates that the problem behavior has reduced, the VI schedule will be thinned!
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- **High-probability request sequence (Behavior Momentum)**
- The use of high probability requests to increase compliance with lower probability requests (Ray, Skinner and Watson 1999)
- Build up “Momentum” to what you want the child to do by “tossing out” easy demands/requests that he/she first likely to do!
- Parents/teachers “fire off” series of non preferred demands/activities, which is met with “refusal” verbally or non verbally by the child, i.e. tantrumming!
Antecedent Based Intervention (NCI)

✓ Think of what you want the child to do!
✓ Approach the child, i.e. get down to their eye contact level
✓ Present 2-3 “EASY” and “preferred requests
✓ Present the demand you have in mind in clear language!
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• **Example:**
  - ✓ Hi Laila (Laila looks up at me)
  - ✓ Say something like: “Nice looking!”
  - ✓ Say: “Give me five” (Laila gives me five)
  - ✓ Provide praise, e.g. “Great/Good girl”
  - ✓ Throw in the demand you have in mind, e.g. “Clean up your toys”!
Antecedent Based Intervention (NCI)

• Works well with children who are more defiant!
• Its important to provide praise for the easy demands you are presenting same as difficult one!
• Remember: What might be “super easy” for child might be “challenging” for another!
• What if: The child does not comply... PROMPT compliance and start your chain up again!
• Using Behavior Momentum will minimize you becoming “Aversive Stimulus”!
• By using Behavior Momentum, you get associated with good and positive things, i.e. praise, tickles, ...etc!
Antecedent Based Intervention (NCI)

- Changes in the physical environment
- Pre-activity preparation and transitioning
- Increase predictability
- Visual support for Instructions and rules
- Provide choices
- Provide reinforcement (escape and attention) non contingently
- Modify demands (Fading)
- Modify presentation of demands and activities (e.g. frequent breaks, preferred activities, vary activities)
- Increase predictability (visual daily schedule and preparation)
- Contingency Maps (increase motivation and develop waiting skills)
Competing Behavior Summary

Summary of Behavior

Setting Event → Antecedent → Problem Behavior → Desired Behavior → Typical Consequence

Maintaining Consequence

Alternate Behavior
THANK YOU FOR YOUR ATTENTION

ANY QUESTIONS?