**Common setting and antecedent events** (from Repp, 1999)

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<th>States</th>
<th>Physical</th>
<th>Activity</th>
<th>Schedule</th>
<th>Adults</th>
<th>Peers</th>
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<td>Hunger</td>
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<td>Free choice</td>
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<td>Lights</td>
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<tr>
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<td>Home event</td>
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<td>Allergy</td>
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<tr>
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<td>Familiar</td>
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<td>Pace</td>
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<td></td>
<td>Transition</td>
<td>Interaction</td>
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</tbody>
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**Antecedent Strategies**
Use to modify demands, instructions, transitions, people, environments, expectations.

- Choosing materials for a task or which peers as work partners.
- Option to refusing specific options (snack).
- Provide visual cues to assist students during transitions.
- Intersperse easy and difficult tasks if a student refuses to work on harder tasks.
- Move the student to a part of the room with more/less noise/light/people.
- Embed classroom rules into routines and activities.
- Move activities to other times or locations.
- Increase the pace of instruction and opportunities to respond.
- Provide praise and positive comments frequently if a student likes attention.
- Provide several easy requests that a student likes before a harder one is asked.
- Use a preferred activity as a distractor.

**Behavior teaching strategies**
Use to teach social, academic, communicative, or adaptive skills

- Identify replacement behaviors. Consider those that functionally equivalent to or physically incompatible with the problem behavior.
- Teach expectations for appropriate behavior and how rewards can be earned.
- Provide explicit, direct instruction in academic areas at the student’s level.
- Teach the student how to solve problems.
- Teach students to follow teacher directions.
- Teach the student to ask questions when upset.
- Teach the student to ask for help or attention appropriately.
- Teach the student how to make conversations.
- Teach the student to spend longer periods of time engaged in academic tasks.
- As a skill is learned, teach the student to self-manage (self-monitor) the new behavior.
Consequence strategies
Consequences should follow both the new, appropriate skills and any problem behaviors that occur.

- Combine with antecedent strategies and teaching strategies.
- Be sure you have a powerful reinforcer. Who will provide it, how and when?
  - Reinforce the new skill you are teaching immediately and every time it occurs.
  - Use appropriate reinforcers, based on the function (praise, attention, break from work, access to preferred activities).
- Once the new skill is established, fade or “thin” the reward using a plan.
- If the problem behavior occurs, prompt the student to engage in the new behavior.
- Do not reinforce the problem behavior (no attention or no break, depending on the function).
- Respond to inappropriate responses with verbal correct or removal of privileges, if warranted, based on FBA and school/district policies.
- Set goals that involve other students if peer attention is important.
- Give more positive than negative!