The Effects of Antecedents and Consequences on Accurate Identification of Function of Problem Behavior

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WHO WILL CARE?

The Workforce Crisis In Human Services

Classroom

Instruction

Written

Slides

Examples

Model

Video

Live demo

Rehearsal

Role

Play

Feedback

Sr+ and Corrective

Competency

Checklist

Fieldwork

Instruction

Skill Sheet

Competency Checklist

Model

Repeated

Demonstration

Rehearsal

With Client

Feedback

Staff Supervision Form

Competency Image

Carter, O'Rourke, Sisco & Pelsue (2009)

practice
challenges
aching
tasks
individual
pation
knowledge
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nance
TRAINING
comp
coaching
sessions
goals
es
instructions
activitie
practice
challenges

Horner 1994

JOURNAL OF APPLIED BEHAVIOR ANALYSIS 1994, 27, 401–404 NUMBER 2 (SUMMER 1994)

FUNCTIONAL ASSESSMENT: CONTRIBUTIONS AND FUTURE DIRECTIONS

ROBERT H. HORNER

UNIVERSITY OF OREGON

Functional assessment is at once redefining the standards for clinical interventions and reemphasizing the importance of studying basic behavioral mechanisms. This commentary describes one perception of what we are learning from current research on functional assessment and suggests directions for the future.

DESCRIPTORS: functional analysis

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Scott, Lerman, and Luck 2018

JOURNAL OF APPLIED BEHAVIOR ANALYSIS 2018, **51,** 784–801 NUMBER 4 (FALL)

COMPUTER-BASED TRAINING TO DETECT ANTECEDENTS AND CONSEQUENCES OF PROBLEM BEHAVIOR

JELISA SCOTT, DOROTHEA C. LERMAN AND KALLY LUCK

UNIVERSITY OF HOUSTON, CLEAR LAKE

Training teachers and paraprofessionals to detect and record putative antecedents and consequences of problem behavior in the classroom has a number of potential benefits. In this study, we evaluated the outcomes of a computer-based training program consisting of lectures, models, and practice. A total of 39 teachers and paraprofessionals participated. Participants scored videos of teacher-student interactions after completing components of the instruction. The study was designed to evaluate the incremental contribution of instruction focused on (a) single exemplars of antecedents and consequences, (b) multiple exemplars of antecedents and consequences, and (c) simultaneously occurring antecedents and consequences. Training to detect simultaneously occurring events was necessary for the majority of participants to reach high levels of performance. The findings support the efficacy of computer-based training and indicate the necessary and sufficient components of this training.

Key words: descriptive analysis, data collection, problem behavior, teacher training

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It can be challenging for those with limited training in the science of behavior to **discriminate between relevant and irrelevant stimuli** when forming hypotheses of function

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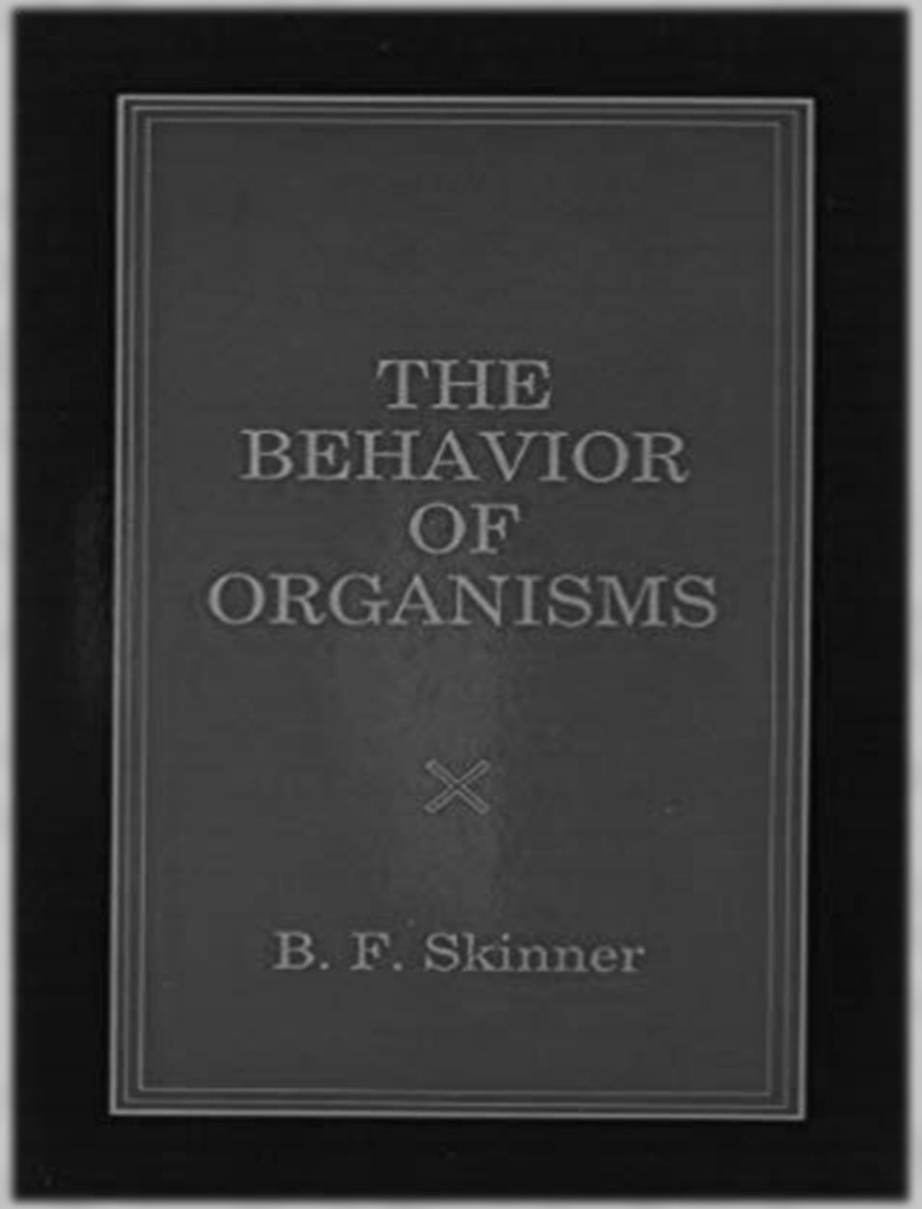
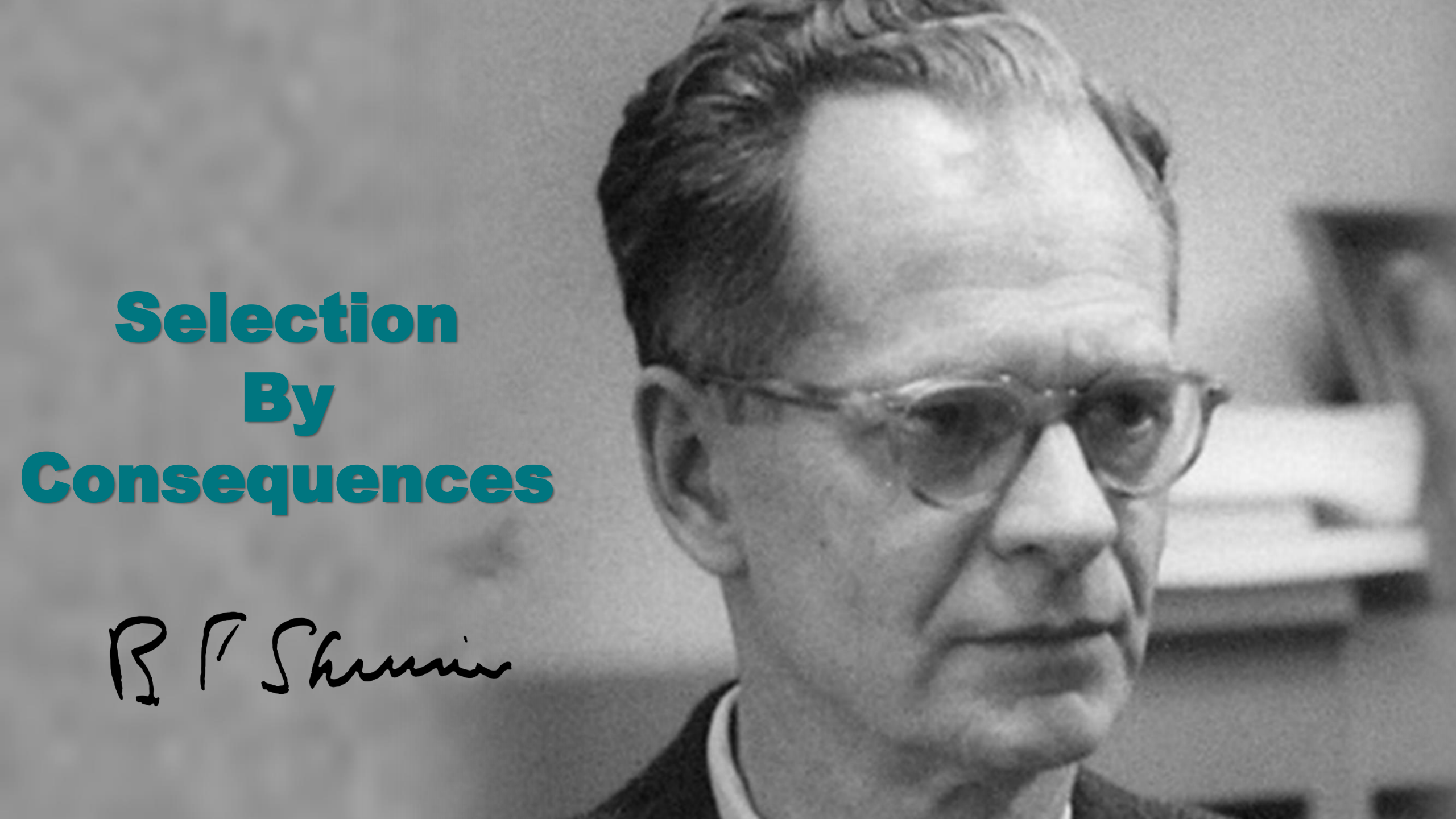


" A connection between an operant and a reinforcing stimulus can be established **independently of any specific stimulation acting prior to the response.**"

The Behavior of Organisms p. 177

Selection By Consequences



Does antecedent information affect the **accurate identification** of escape and attention functions by observers with **limited experience?**

Participants

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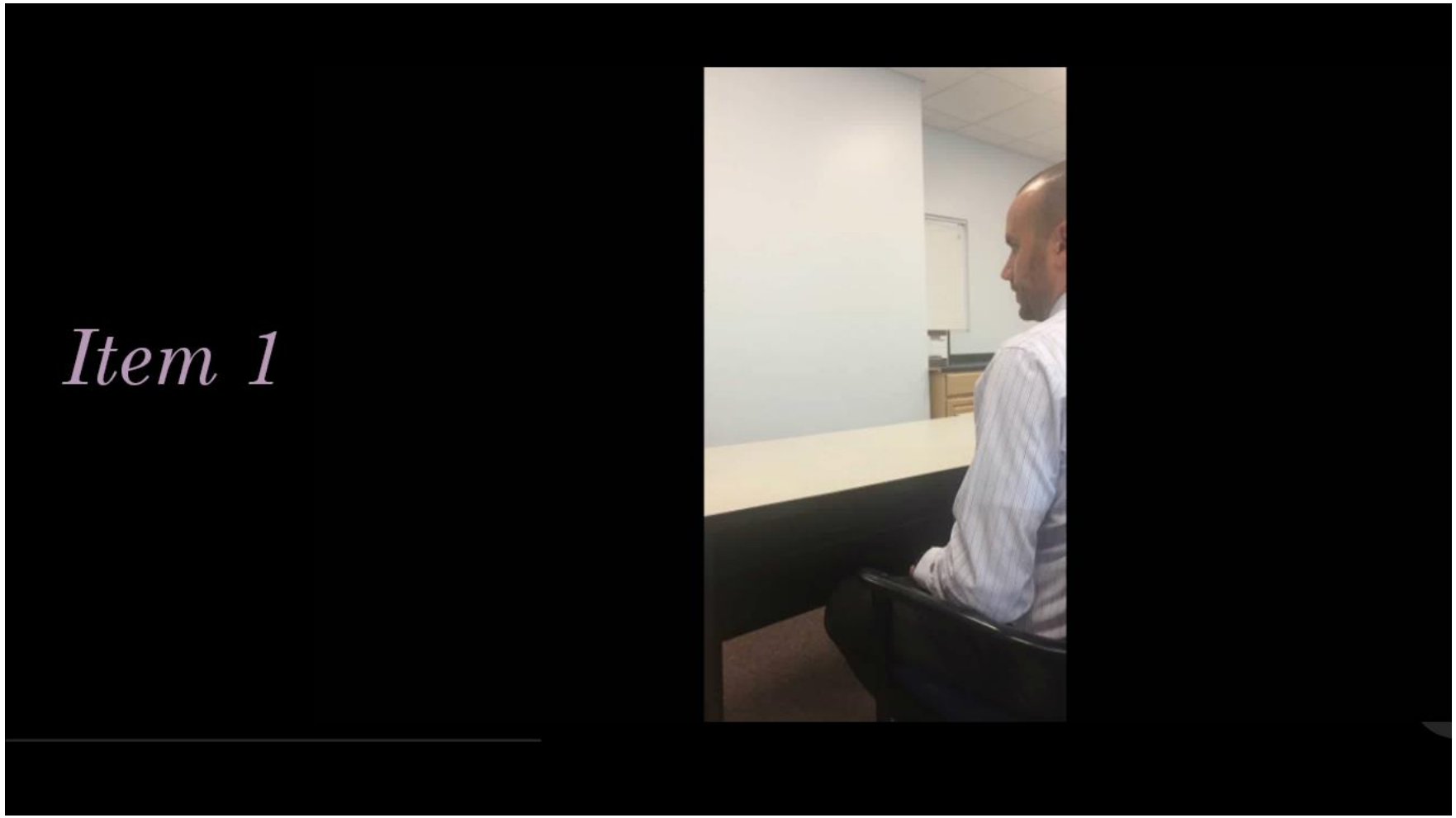
Materials



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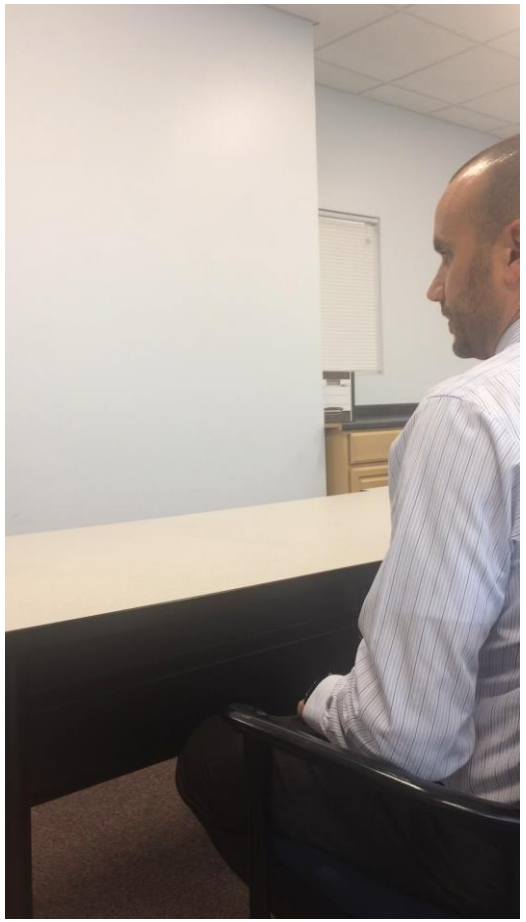
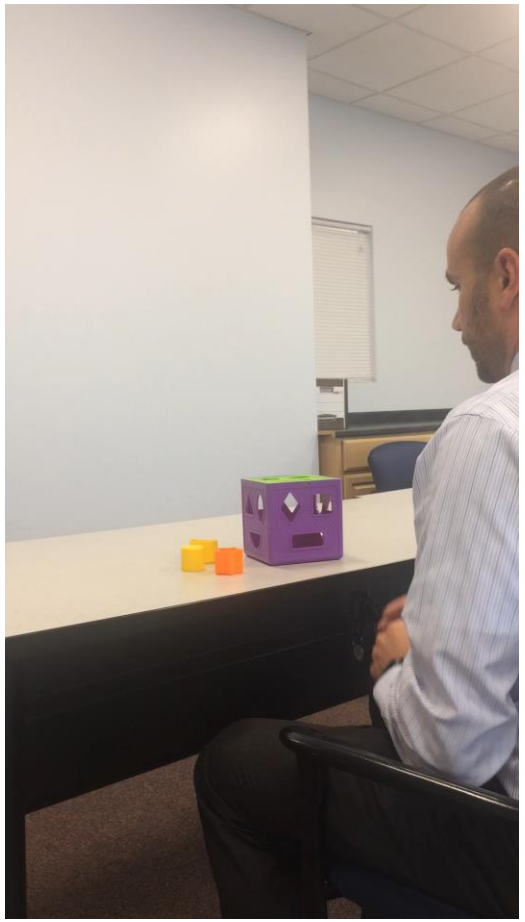
A

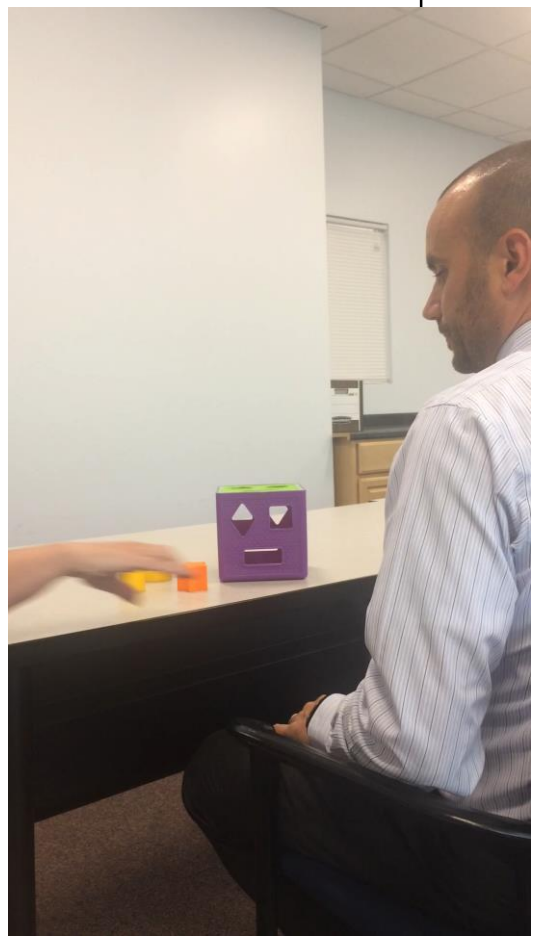


B



C

OR



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Subtitles

Antecedent

I know you hate this but you have to play with your shape sorter

I know you are tired but it's time to play with your shape sorter

Why don't you play with your new shape sorter, you love it so much

Play with that brand new shape sorter you bought with your birthday money yesterday

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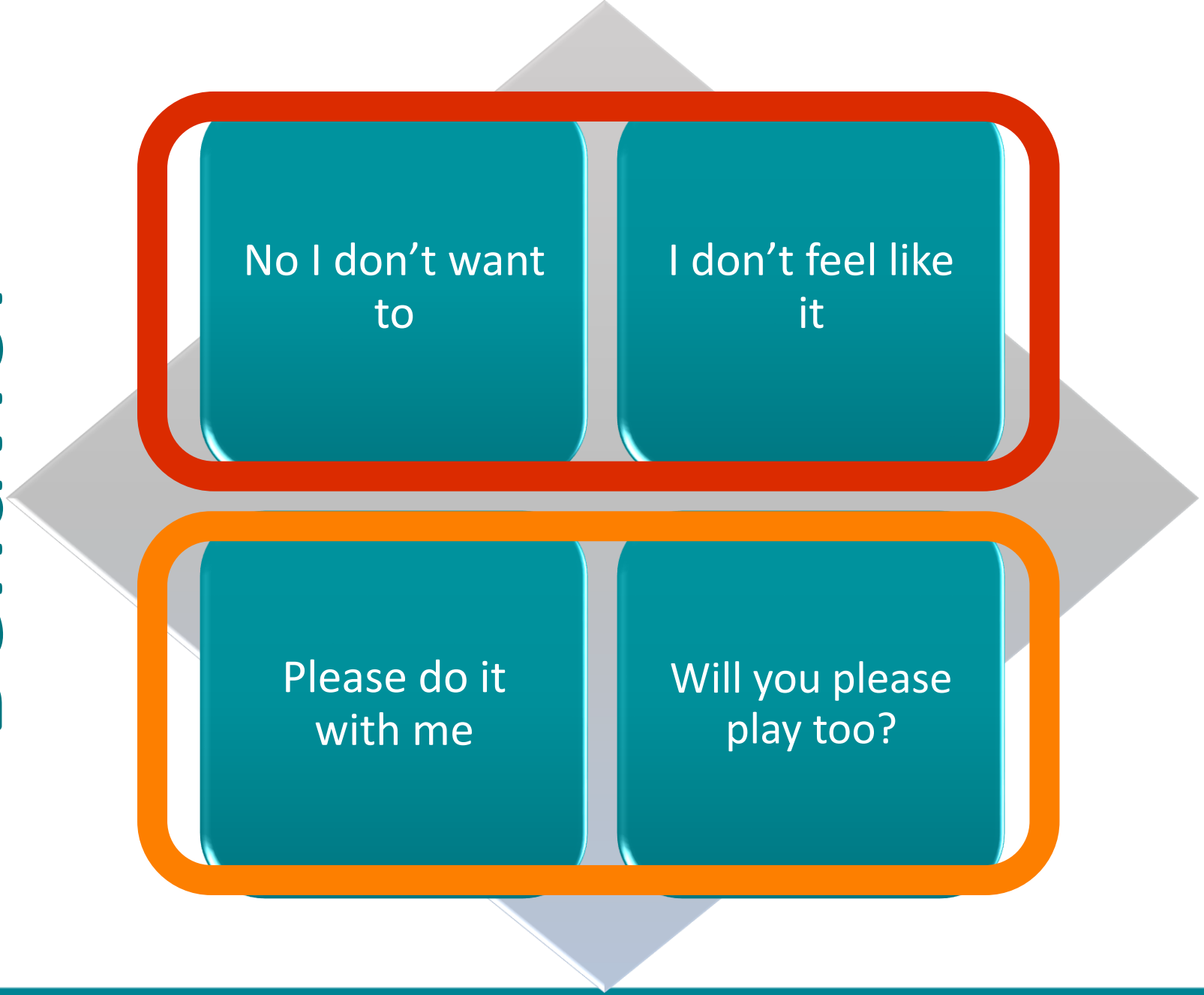
Subtitles

Behavior



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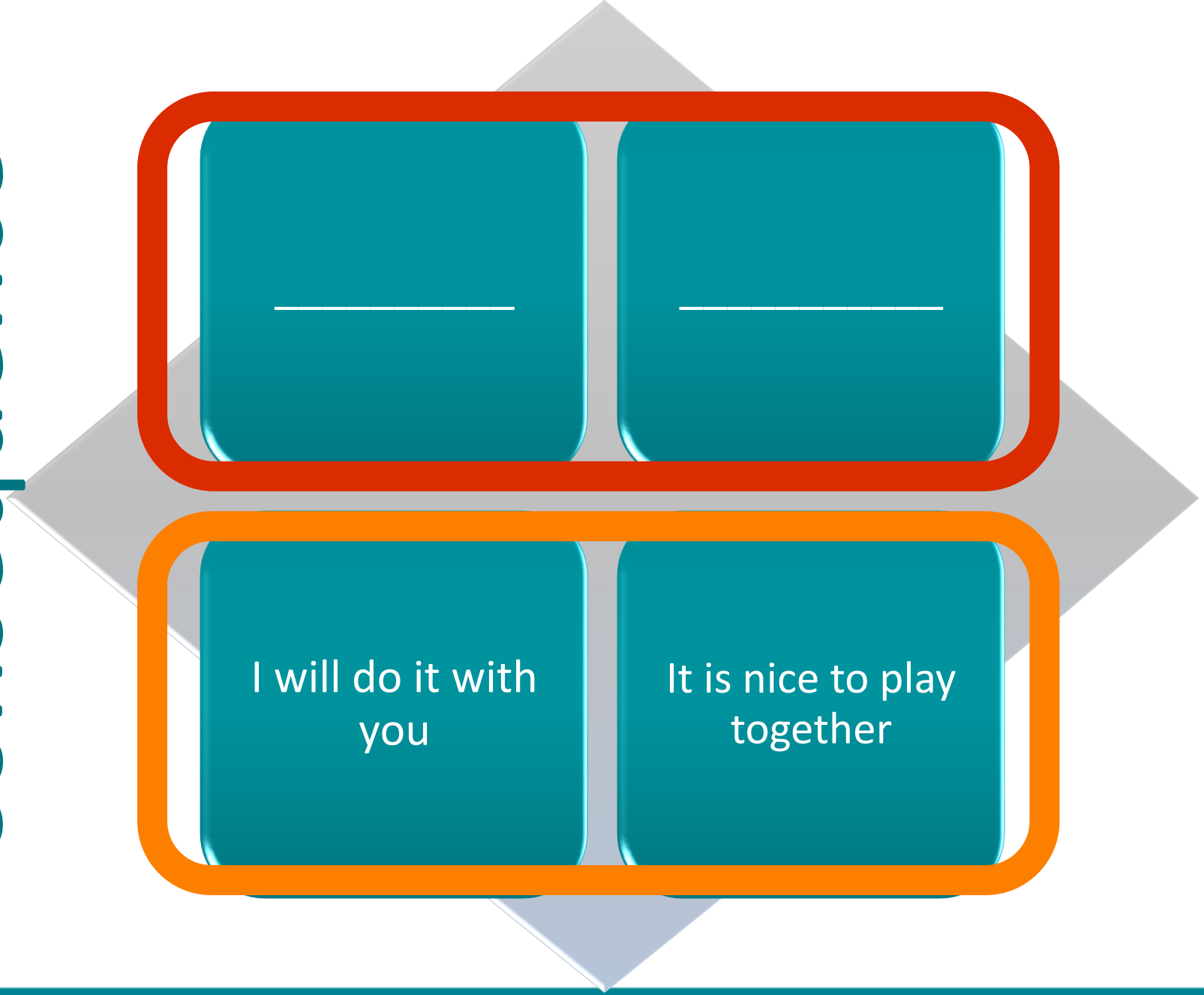
Subtitles

Consequence



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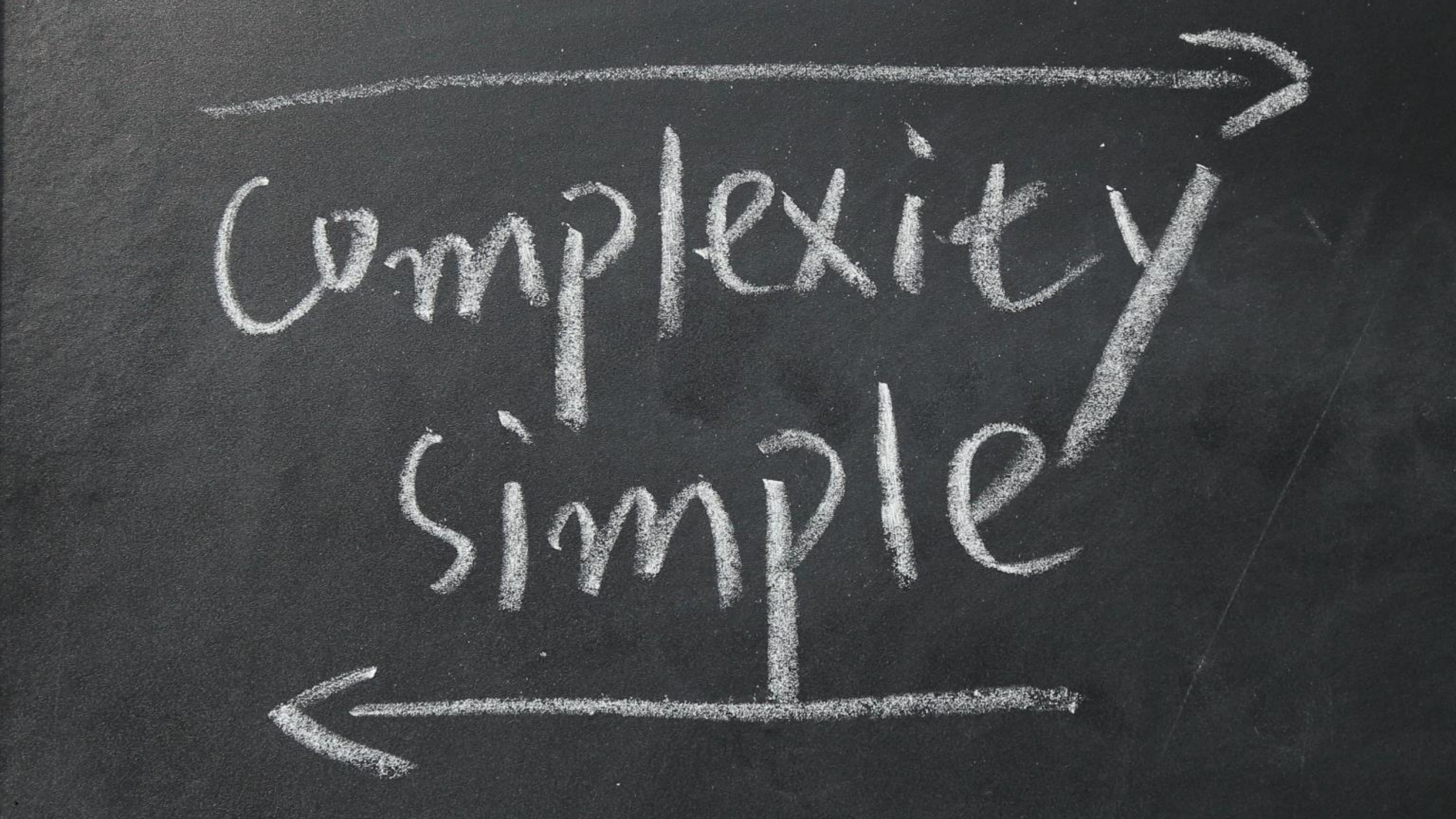
complexity
simple

Data Sheet

Date:

Initials:

1	Attention	Escape
2	Attention	Escape
3	Attention	Escape
4	Attention	Escape
5	Attention	Escape
6	Attention	Escape
7	Attention	Escape
8	Attention	Escape
9	Attention	Escape
10	Attention	Escape
11	Attention	Escape
12	Attention	Escape
13	Attention	Escape
	Attention	Escape
	Attention	Escape
	Attention	Escape

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Research Design

Multielement Design

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Independent Variable

Condition 1: Consistent

Suggested Function	Antecedent	Behavior	Consequence
Escape (E)	"I know you are tired, but it's time to play with your shape sorter.	"I don't feel like it"	No subtitle added

EE

Suggested Function	Antecedent	Behavior	Consequence
Escape (E)	"I know you are tired, but it's time to play with your shape sorter.	"I don't feel like it"	No subtitle added
Attention (A)	"Why don't you play with your new shape sorter, you love it so much."	"Please do it with me."	"I will do it with you."

AA

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Independent Variable

Condition 2: Inconsistent

Suggested Function	Antecedent	Behavior	Consequence
Escape (E)	"I know you are tired, but it's time to play with your shape sorter.	"I don't feel like it"	I will do it with you."

EA

Suggested Function	Antecedent	Behavior	Consequence
Escape (E)	"I know you are tired, but it's time to play with your shape sorter.	"I don't feel like it"	No subtitle added
Attention (A)	"Why don't you play with your new shape sorter, you love it so much."	"Please do it with me."	No subtitle added

AE

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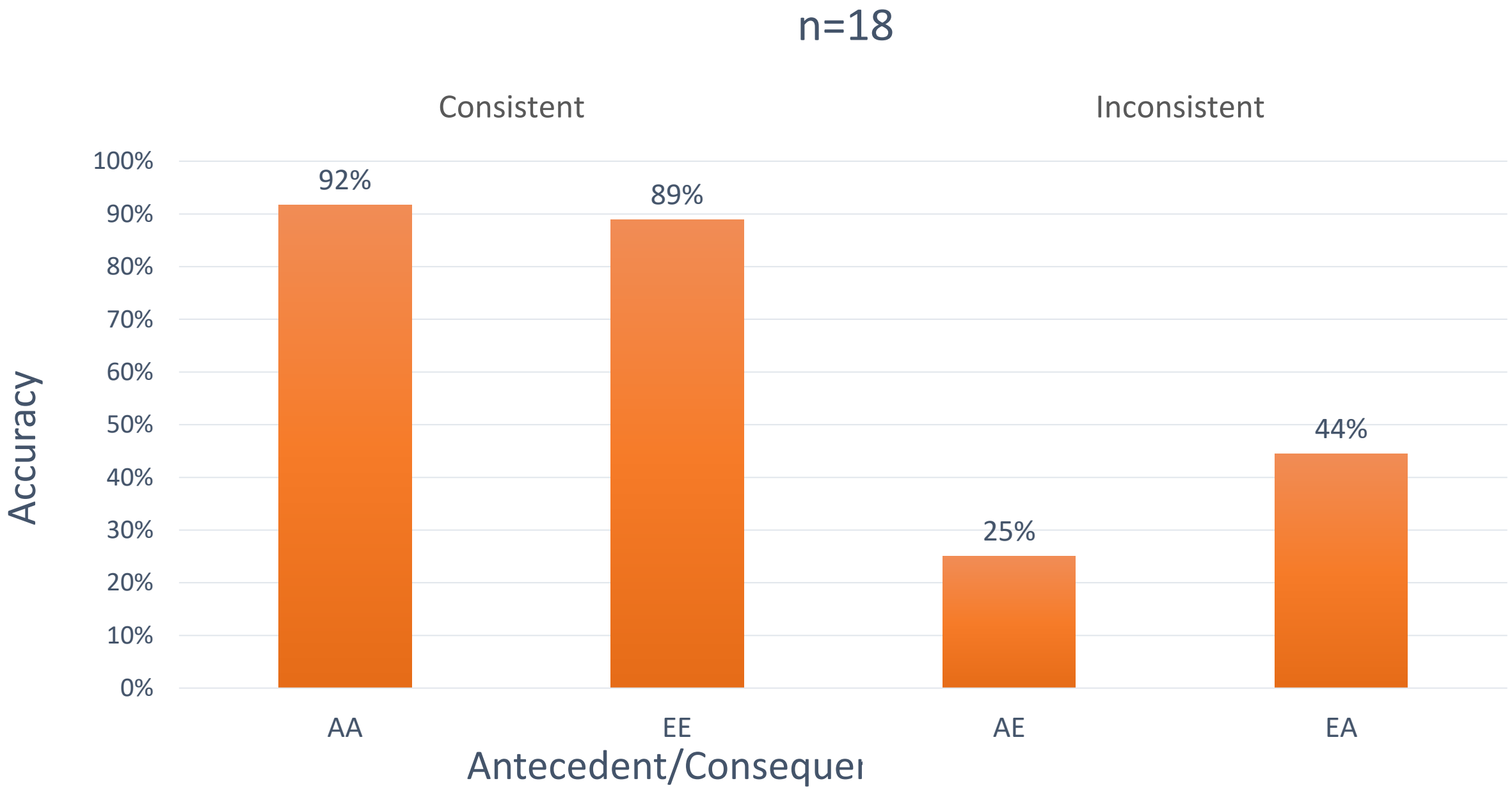

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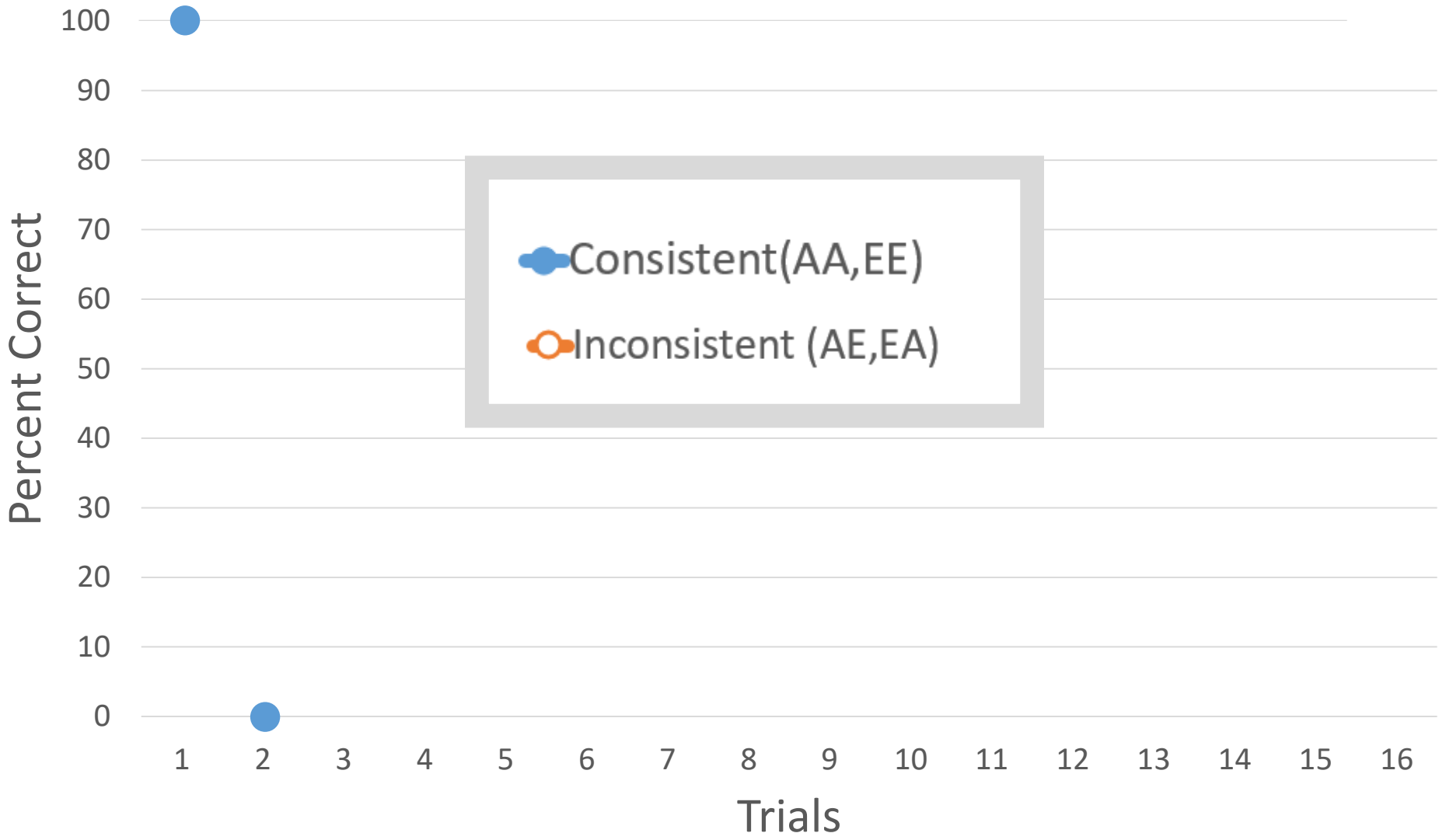

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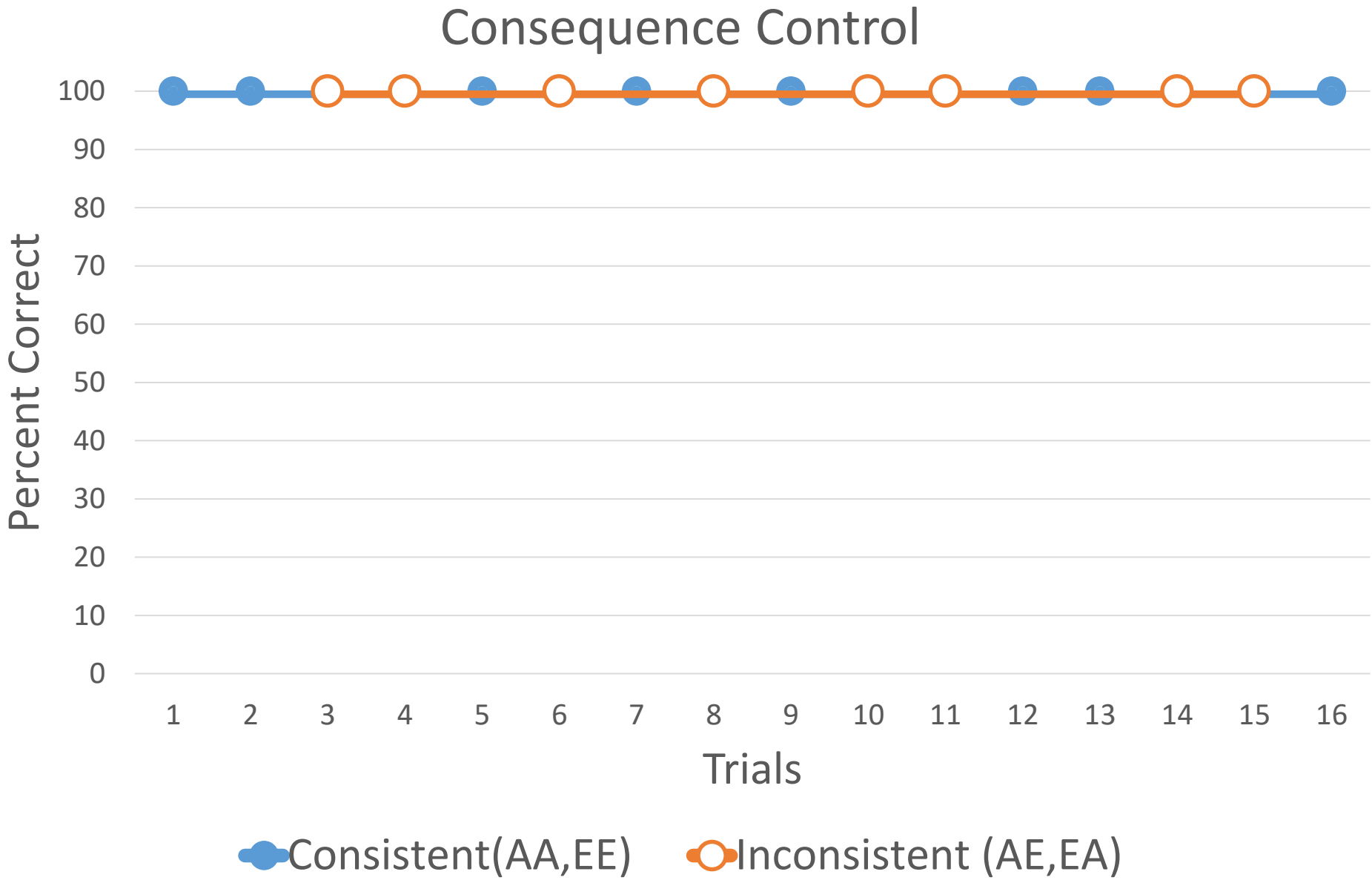

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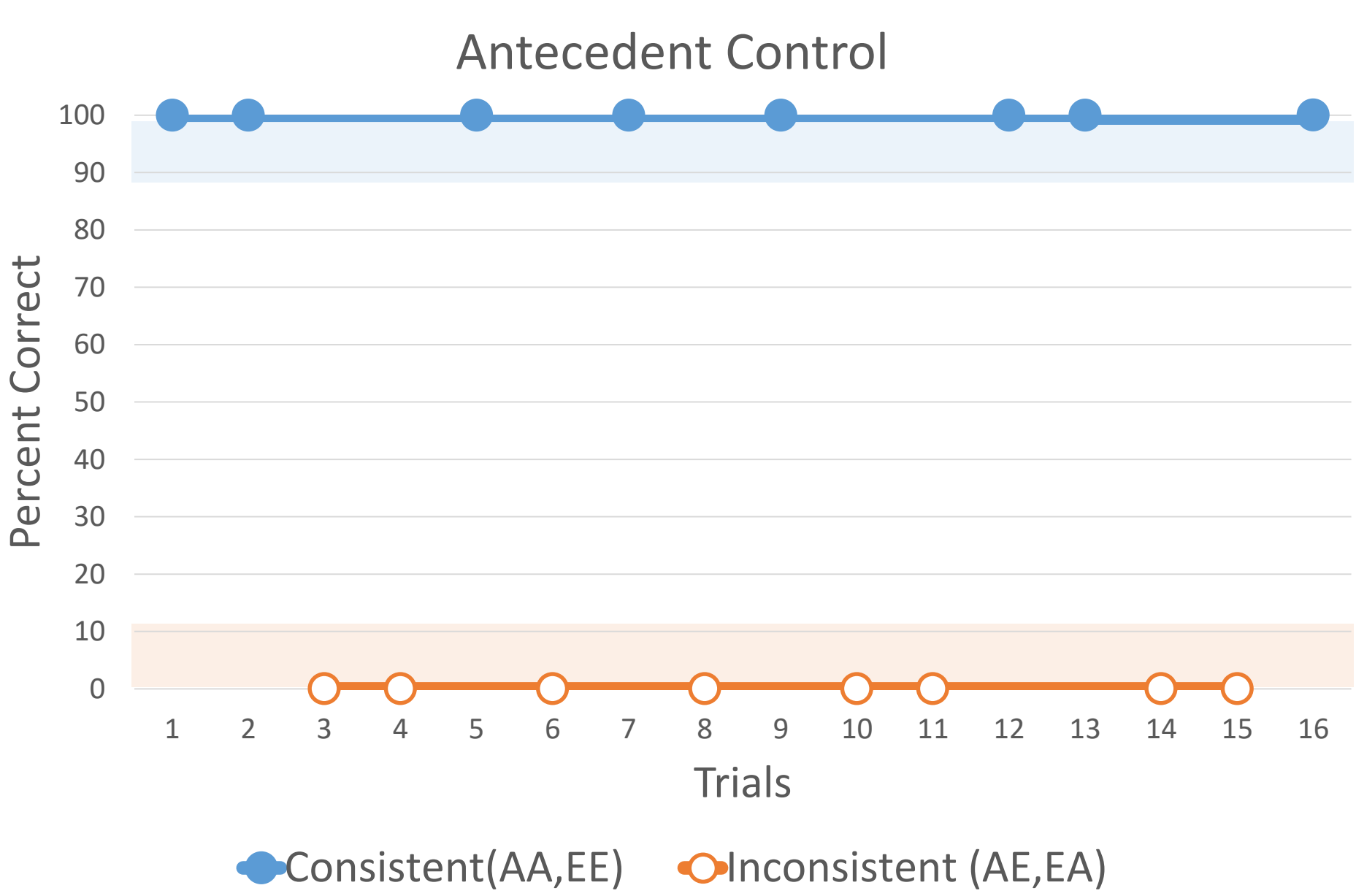

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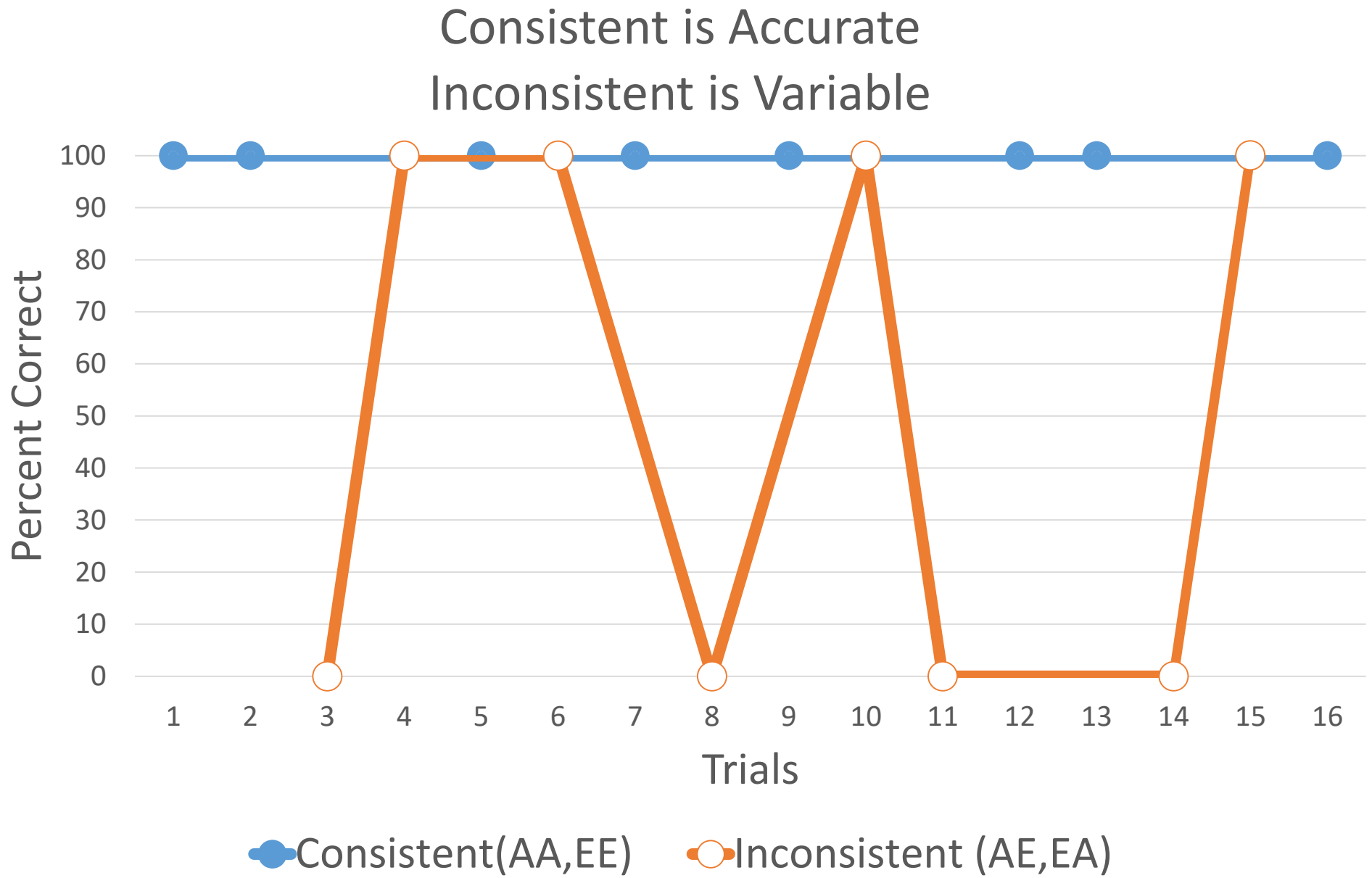

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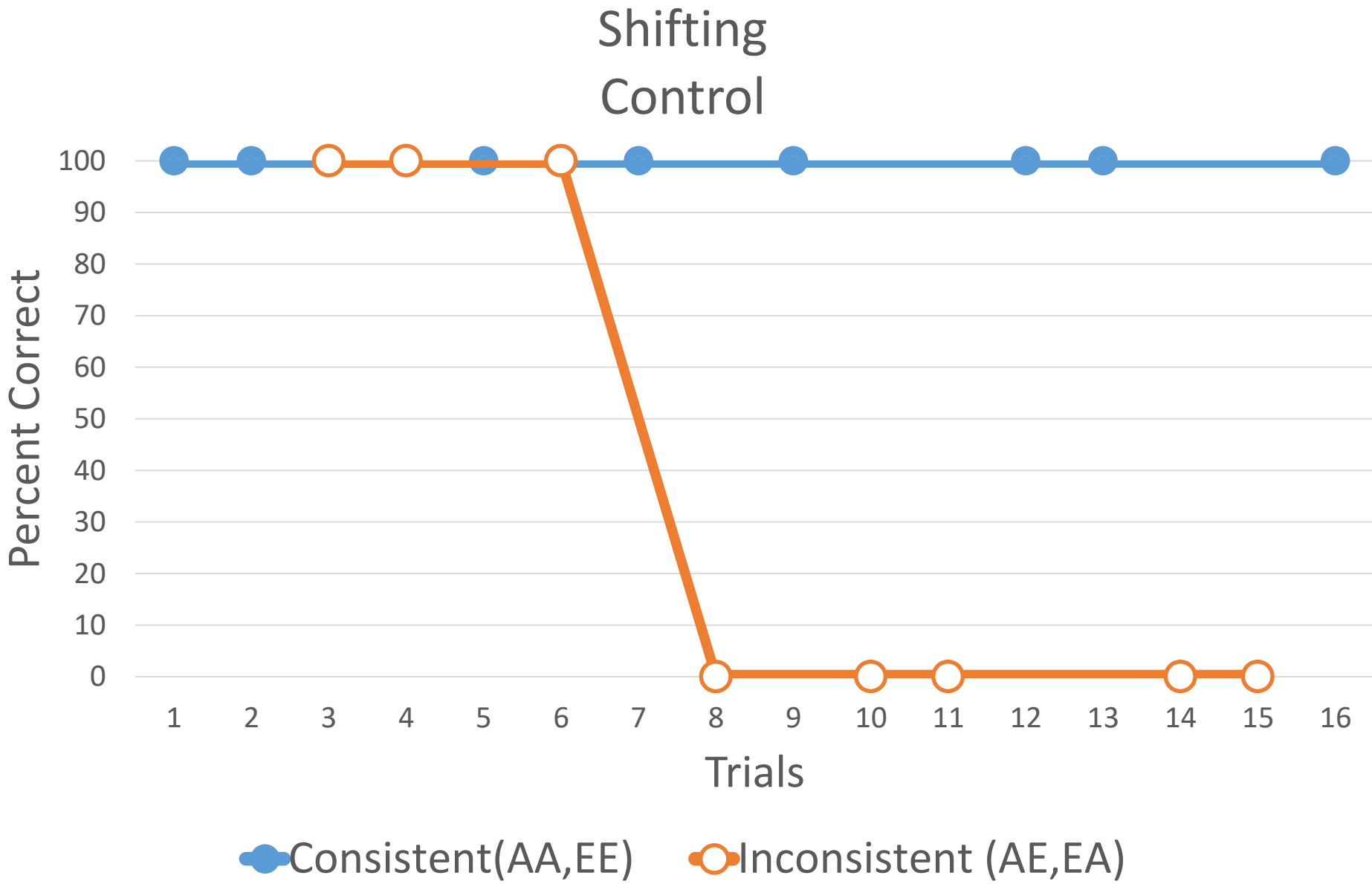

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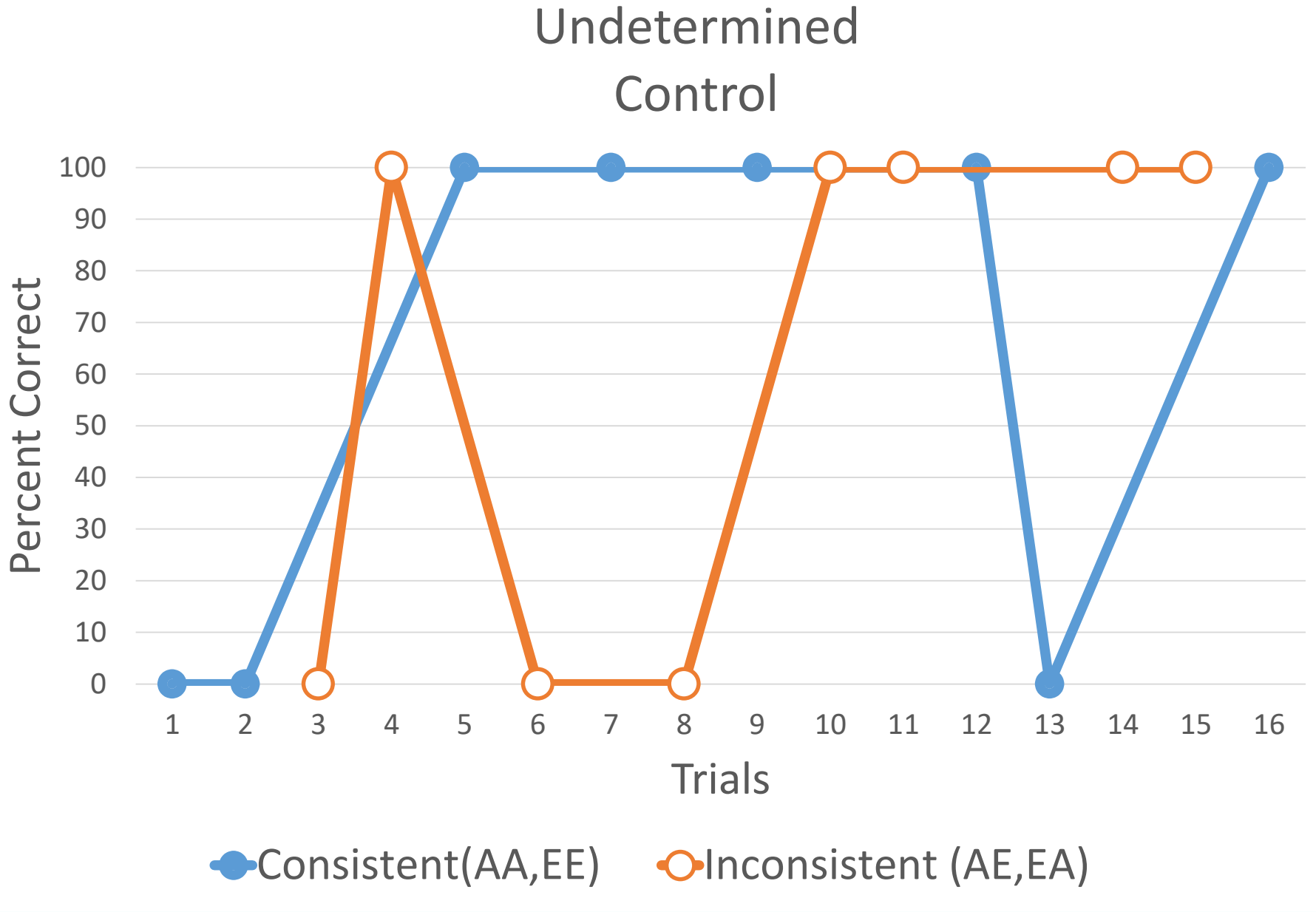

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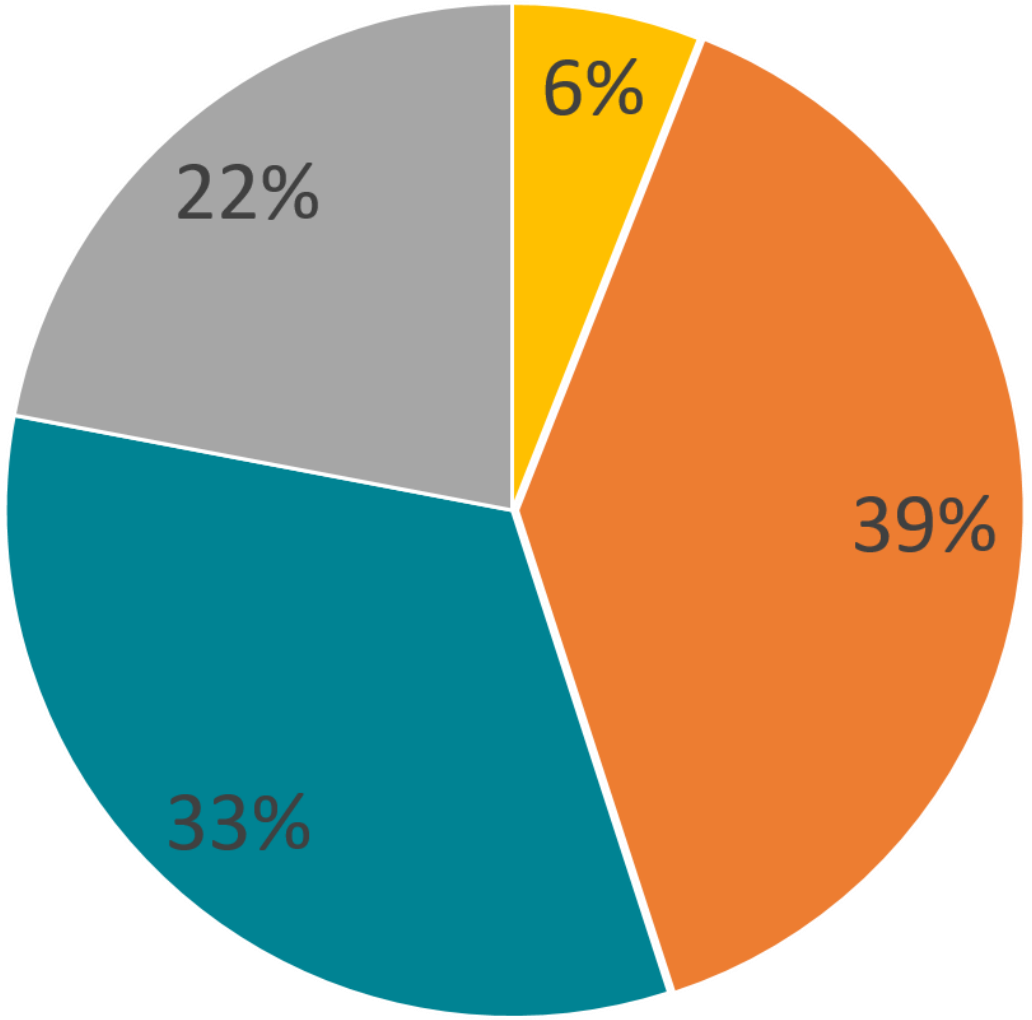
Source of Control



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Discussion

the cause of the error may not be clear

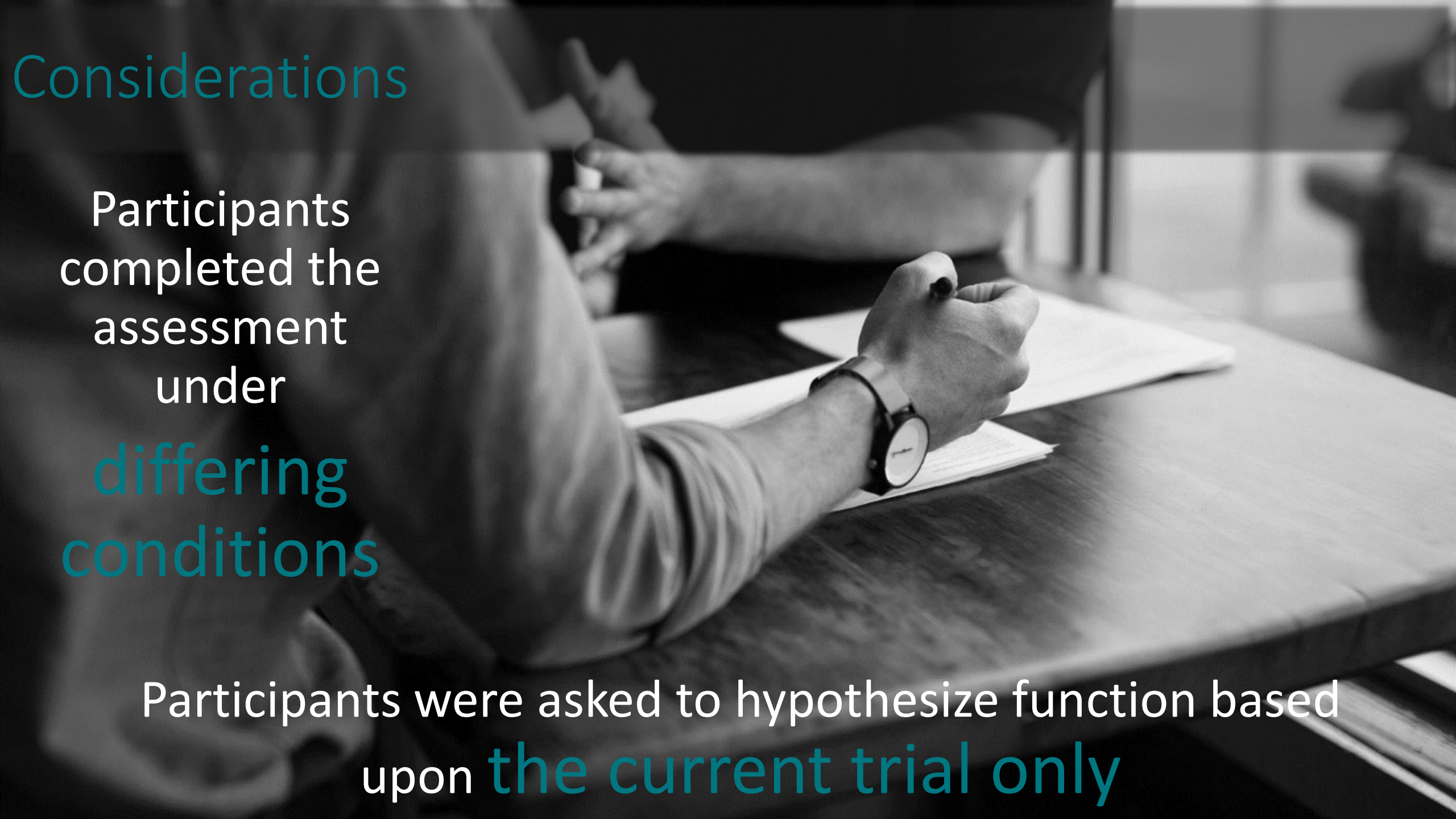
Discussion

The ability to pinpoint controlling stimuli is essential to treatment

Discussion

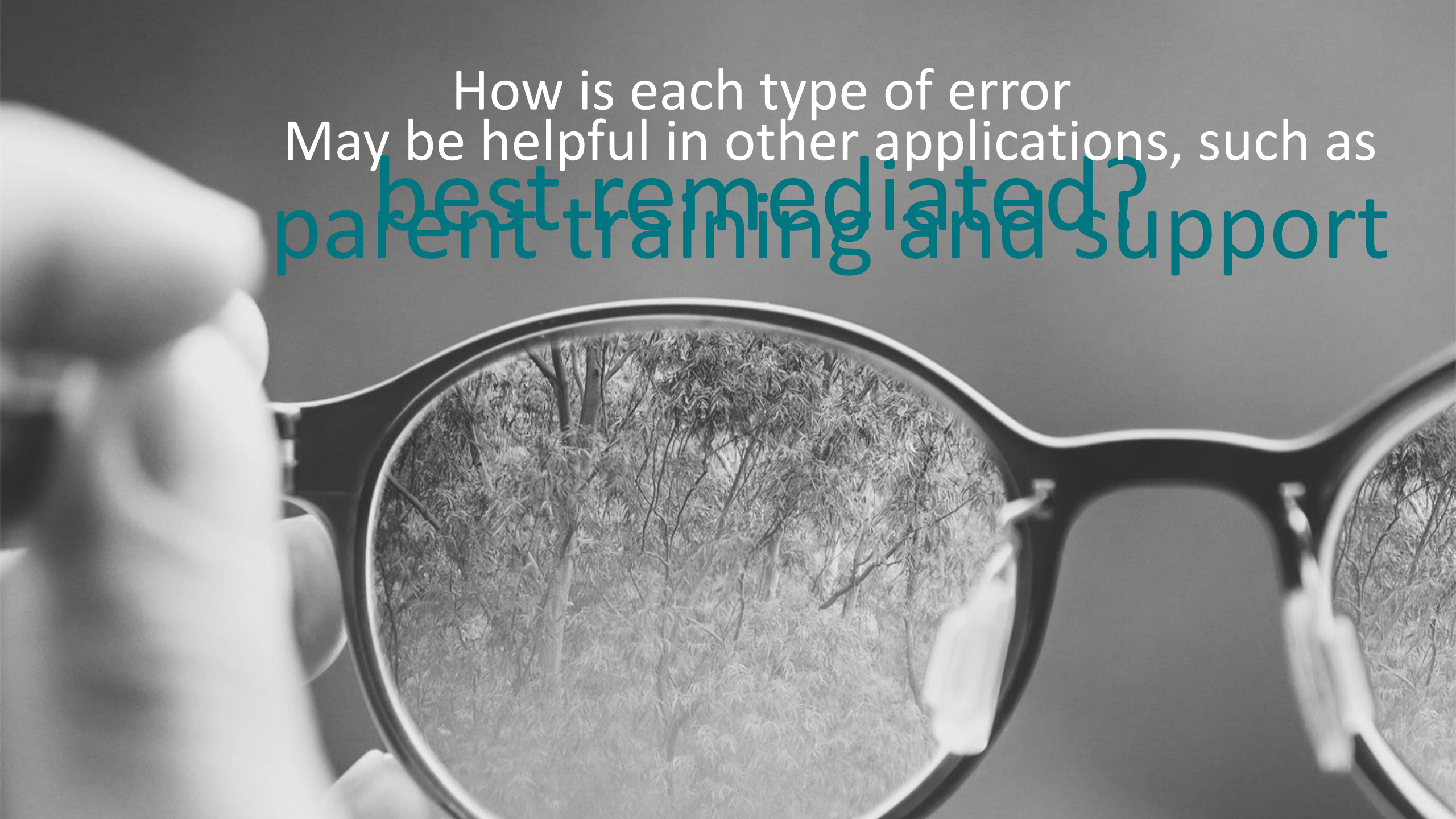
This procedure was efficient

Considerations



Participants completed the assessment under differing conditions

Participants were asked to hypothesize function based upon the current trial only


How is each type of error
May be helpful in other applications, such as
best remediated?
parent training and support

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