

## Antecedant - Behavior - Consequence.

Antecedant	Behavior	Consequence
What is happening before the behavior	What occurs as a result	What does the child avoid/gain?

### Consider these Antecedants and Collect Data:

- Topography:** Physical characteristics of the behavior
- Location:** Where it takes place
- Frequency:** Number of times it occur during a specified period of time
- Duration:** How long does it last?
- Intensity:** Whimpering vs. full-blown tantrum
- Sensory Issues:** Noise level  
Touch - clothing, mediums, textures  
Did someone touch the child intentionally or accidentally?  
Sensitivity to food textures  
Proximity of other students - is he alone, in a group?  
Are there any unusual or strong smells?
- Did the behavior occur at a change in activity or situation?  
Does the child know what is expected to do?  
Is it clearly outlined?  
Does the child know there is a specific beginning and end to an activity?  
Is there a change in activity level?  
Is there an increase in agitation?

**Define the characteristics of the pin-pointed behavior.**

Throws things, knocks things off shelves, screams in animal-like manner, hits, kicks, bites. Behavior escalates when any attention or attempts to re-direct are initiated

## **Develop appropriate goals and objectives to address the behavior:**

If you intervene, what degree of behavior is desirable?

Are you able to interact/re-direct/initiate child's participation in an activity?

## **Behavior serves two purposes:**

1. To get what you want
2. To avoid what you don't want.

## **Replacement behaviors must be:**

1. taught
2. facilitated
3. reinforced

## **Interventions MUST be:**

1. consistent
2. predictable

Websites: [www.teacch.com](http://www.teacch.com)  
[www.autismhomepage.com](http://www.autismhomepage.com)