



# Replacement Behaviors

## 4 Steps for Finding Replacement Behaviors (What we want to see instead)

1. Define the Problem Behavior
2. Identify *Function* of Problem Behavior (ABC data will help determine function)
3. Decide on an acceptable Replacement for the Problem Behavior
  1. (one that meets learner's need as well as problem behavior, and is *just as easy or easier to do*)
4. Teach and reinforce the new *Replacement Behavior*, and withhold reinforcement for the Problem Behavior.
  1. **Note:** Once learned, the Replacement Behavior should be *just as easy to do*, and it should be *just as effective* in meeting the need as the old Problem Behavior was for people to "make the switch".

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## Let's go over some examples

### • Example

- Step 1: Joey is poking his peers during lunch time
- Step 2: Attention from peers seems to be the function of this behavior
- Step 3: Saying "Hello" or giving high fives would be an acceptable replacement
- Step 4: Joey will be taught to say "Hello" or give high fives. His peers will be encouraged to respond positively to his new behaviors and ignore poking.



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## Let's go over another example:

### Example 2: (Use example from learner)

- **Step 1:** Define Problem Behavior
- **Step 2:** Determine Function
- **Step 3:** Identify Acceptable Replacement Behavior
- **Step 4:** Teach and Reinforce New Replacement Behavior.



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## Let's Review

What are the 4 Steps for Finding Replacement Behaviors

- Define Problem Behavior
- Determine Function
- Identify Acceptable Replacement Behavior
- Teach and Reinforce New Replacement Behavior.



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## Antecedent Strategies



The main reason for using an antecedent strategy is to *alter* the Environment in order to *prevent* or lessen the problem behavior.

- Why be proactive about problem behaviors?
  - Problem behaviors slow down learning
  - Prevention means less time spent on problem behaviors and more time spent on teaching new skills.

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## Here are several Antecedent Strategies you can use:

- NCR/Non-Contingent Reinforcement
  - Giving reinforcement with no strings attached (e.g. frequent hugs throughout the day)
- Offering Choice
  - (Provide opportunities for the learner to make choices and exert control)
- Visual Schedules
  - (Listing or writing out the steps of a task or routine)
- Priming Techniques
  - (e.g. discussing, modeling, rehearsing new behaviors or schedules)
- Counting Down
  - (e.g. 5,4,3,2,1...All Done!)



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## More Antecedent Strategies you can use:



- Lowering the Response Effort
  - *(making the task easier)*
- Creating Behavior Momentum
  - *(e.g. doing easier and more preferred behaviors prior to difficult tasks)*
- Pre-mack Principle: *First/Then*
  - *(e.g. First, take out the trash, Then it's screen time)*
- Control Setting Events
  - *(Establish consistent sleep patterns, medical treatment for allergies, regular meal-times, etc.)*
- Functional Communication Training
  - *(teach communication and provide frequent reminders and reinforcement for using appropriate communication).*

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## Let's Review

- Why do we use Antecedent Strategies?
  - We want to *alter* the environment in order to *prevent* or lessen the problem behavior.
- Name some Antecedent Strategies.
  - NCR-Non-Contingent Reinforcement
  - Offering Choice
  - Visual Schedules
  - Priming Techniques
  - Counting Down
  - Lowering the Response Effort
  - Creating Behavior Momentum
  - Pre-mack Principle: *First/Then* (More in-depth example coming up)
  - Control Setting Events
  - Functional Communication Training.



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## Pre-mack Principle (AKA FIRST/THEN)



- How to use the Pre-mack Principle:
  - Step 1: Identify a behavior/task that needs to be strengthened or increased
  - Step 2: Identify a highly preferred activity or item already on learner's schedule
  - Step 3: Tell your learner that once she completes the non-preferred activity, she can then have access to the preferred activity or item
  - Step 4: Use simple language, "FIRST \_\_\_\_\_, THEN \_\_\_\_\_."

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## Examples of Pre-mack Principle

- First do your homework, Then you can go outside to play.
- Once you have read your book, Then you can play on the iPad.
- After you take out the trash, Then it will be snack time

Keep in mind that Pre-mack is not the same as Bribery

- Bribery suggests that the behavior is optional - a matter of *IF*; and Pre-mack suggests it's a matter of *WHEN*, not optional

**BRIBE** - "If you clean your room, mommy will take you to the park." **PRE-MACK** - "After you've cleaned your room, we will go to the park."



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## Praise and Positive Attention

"Catch Them Being Good"

- Two Goals of Praising
  - To teach positive behaviors (*skills, replacement behaviors*)
  - To build positive relationships (*pair*)
- Pointers for Praising
  - Praise as soon after the behavior as possible
    - (*Time reduces effectiveness*)
  - Be specific about the behavior
    - (*"Good job using your napkin" is better than "Good job eating"*).



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## Praise and Positive Attention

"Catch Them Being Good"

### Pointers for Praising

- Make sure the praise and/or positive attention is reinforcing for that particular learner
  - Don't assume all children like bugs
- Be as watchful for positive behaviors as you are for problem behaviors...
  - Don't ignore the quiet, small, positive behaviors
- Praise the Pieces of the Pie...
  - Break behaviors and skills into smaller steps and start praising the very first steps.



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## Reactive Strategies

- Restoration of the Environment – Having a learner clean up or restore an area after property destruction
  - (e.g. learner picks up toys/papers/books after tantrum)
- Response Cost – The removal of tokens or privileges that were previously earned
  - (e.g. learner loses earned tokens for hitting sister) following problem behaviors



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## Let's Review



- True or False - **Pre-mack Principle** is the same as bribery
  - False
- Name the (2) Goals of **Praising**
  - To teach positive behaviors (skills, replacement behaviors)
  - To build positive relationships (pair)
- Why do we use **Reactive Strategies**
  - We want to *interrupt, re-direct, and reduce* problem behaviors once they have begun.

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## Things to Remember

- Replacement Behaviors should be just as *easy to do*, and it should be just as *effective* in meeting the need as the old Problem Behavior
- The main reason for using an Antecedent Strategy is to *alter* the environment in order to *prevent* or lessen the problem behavior
- When Practicing Pre-mack Principle, use simple language, "FIRST \_\_\_\_\_, THEN \_\_\_\_\_"
- In regards to Praising, Praise as soon after the behavior as possible
- *Reactive Strategies* are used to *interrupt, re-direct, and reduce* problem behaviors once they have begun.



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