**Systematic Instruction 8**

**Using Antecedents, Consequences and Extinction**

**Antecedent Interventions:**

Antecedent interventions change the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to help students succeed.

Examples:

 1.

 2.

 3.

 4.

 5.

**Priming & Pre-Teaching:**

 a.

 b.

 c.

**Social Narratives:**

**Request Sequences:**

**Non-contingent reinforcement:**

**Differential reinforcement:**

**Contriving motivating operations:**

**Redirection:**

**Antecedent vs. Consequence Interventions:**

 Antecedent:

 Consequence:

|  |  |
| --- | --- |
| Antecedent Strategies |  |
| Replacement Behaviors |  |
| Consequence Strategies |  |

**Consequences:**

|  |  |  |
| --- | --- | --- |
|  | Positive | Negative |
|  |  |  |
|  |  |  |

**Consequence interventions:**

Consequences occur frequently without \_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Generalized reinforcers:**

Examples of generalized reinforcers:

**Deprivation:**

**Satiation:**

**Schedules of reinforcement:**

* Fixed-Ratio (FR) schedule (includes continuous)
* Fixed Interval (FI) schedule
* Variable-Ratio (VR) schedule
* Variable-Interval (VI) schedule

**Other things to remember about reinforcement:**

1.

2.

3.

4.

5.

6.

7.

**Extinction:**

 How to extinguish?

1. Behavior maintained by positive reinforcement
2. Behavior maintained by negative reinforcement
3. Behavior maintained by automatic reinforcement

**Extinction:**

 1.

 2.

 3.

 4.

* **Reflection**
* Things I learned from this module:
* Questions I have:
* Things I would like to learn more about:
* **Putting it into Practice –** fill in the charts

|  |  |  |  |
| --- | --- | --- | --- |
| **Antecedent Strategy** | **Do I use it?****Yes or no** | **Changes, additions or modifications needed?** | **Further instruction or support needed?** |
| Choice |  |  |  |
| Prompting |  |  |  |
| Visual Support |  |  |  |
| Schedules |  |  |  |
| Pre-teaching |  |  |  |
| Priming |  |  |  |
| Social Narratives |  |  |  |
| Request Sequences |  |  |  |
| Non-contingent R |  |  |  |
| Differential R |  |  |  |
| Contriving MOs |  |  |  |
| Redirection |  |  |  |

We don’t usually think about reinforcement schedules. Think about your instructional programs and how you do or might use these schedules of reinforcement. This is a bit of an advanced strategy but it’s worth the effort to do it correctly!

|  |  |  |
| --- | --- | --- |
| **Schedule** | **Where/how I’m using it** | **Where I’ll accept the challenge!** |
| Fixed-Ratio (FR)  |  |  |
| Variable-Ratio (VR)  |  |  |
| Fixed Interval  |  |  |
| Variable-Interval (VI)  |  |  |

For which behaviors in your classroom will you use extinction and what do you need to do to make sure everyone does the same thing?

Behaviors maintained by tangibles?

Behaviors maintained by escape?

Behaviors maintained by attention?

Automatically maintained behavior?

**For questions regarding content and practice, contact:**

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* Autism and Other Developmental Disabilities Program
* Center for Development and Disability
* University of New Mexico
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