

ANTECEDENT

The antecedent refers to an event that directly precedes a behavior and can be unintentional or a deliberate stimuli enacted by a clinician. An antecedent can elicit both a wanted or unwanted behavior.

Prompts
Models
Verbal Directions
Preparatory sets
Visual Cues

Signals
Withholding
Scaffolding
Incidental Teaching
Sabotage

BEHAVIOR

Behaviors are observable or measurable actions that occur after the antecedent and before the consequence.

Targeted Response
Imitated Response
Echolalia
Off-Task Behavior
Approximation
Uncooperative Behavior

CONSEQUENCE

A consequence is an action or response that directly follows a behavior that seeks to either reinforce or modify the behavior.

Positive Reinforcement
Differential Reinforcement
Corrective Feedback
Redirection

To improve his social communication skills, Jacob will engage in conversation with clinician using correct intonation and articulation with 60% accuracy (3/5 trials) across the span of 6 sessions.

[A] The clinician asks Jacob to repeat a sentence that contains a word with an /s/ sound and provides a preparatory set by modeling the production of an /s/ sound.

[B] **Appropriate:** Jacob repeats the modeled sentence, producing /s/ accurately.

Inappropriate: Jacob repeats the modeled sentence, but omits the /s/.

[C] **Appropriate:** The clinician provides positive reinforcement by giving Jacob a piece of candy/a desirable object.

Inappropriate: The clinician recasts Jacob's response with an included /s/ sound.

#1

[A] The clinician prompts Jacob with the question, "What are two things you like to do?" The clinician asks Jacob to use "and" in his response and provides a model sentence to guide him.

[B] **Appropriate:** Jacob produces an utterance connecting two things he likes to do with the word "and."

Inappropriate: Jacob produces two things he likes to do without using the word "and."

[C] **Appropriate:** The clinician provides positive reinforcement by telling him that they like the way he used the word "and."

Inappropriate: The clinician redirects Jacob back to the original prompt and gives him an opportunity to try again.

#2

[A] The clinician prompts Jacob to imitate a sentence using proper intonation and uses visual cues to guide him.

[B] **Appropriate:** Jacob imitates the sentence using appropriate intonation.

Inappropriate: Jacob plays with a toy car instead of imitating the sentence.

[C] **Appropriate:** The clinician provides positive reinforcement by giving Jacob a token for the class store.

Inappropriate: The clinician redirects Jacob by asking for the toy car. They then ask him to turn on his listening ears and see if he can imitate the sentence again.

#3