

A GUIDE FOR UNDERSTANDING BEHAVIORAL SUPPORT STRATEGIES

STRATEGIES

- All strategies should be **written clearly** so supporters can implement them consistently.
- BSPs often describe desired outcomes without explaining how staff should intervene to achieve them.
- Replacement and alternative strategies must clearly describe how supporters will teach the targeted skills
- BSPs should be written as **actionable strategies** that specify what supporters should do. They should not focus on what the Behavior Specialist plans to do or has done, unless it directly guides supporter action.



"BEHAVIOR-CHANGE PROCEDURES SHOULD BE DESCRIBED WITH SUFFICIENT DETAIL AND CLARITY SO THAT OTHERS CAN REPLICATE THEM ACCURATELY."

— COOPER, HERON, & HEWARD, APPLIED BEHAVIOR ANALYSIS

BSP STRATEGY TYPES AT A GLANCE



Antecedent Strategies

Prepare – Adjust – Prompt



Replacement Strategies

Same function – More efficient



Alternative Strategies

Coping – Build flexibility



Consequence Strategies

Reinforce – Respond – Move to CIP

All four are necessary.

A BSP that over-relies on consequence strategies, or skips skill teaching, is incomplete.





ANTECEDANT STRATEGIES

Antecedent strategies are about **prevention and preparation**.

These strategies tell supporters how to:

- Prepare the environment identified as challenging
- Prepare for/ respond to triggers
- Respond to warning signs of challenging behavior
- Prepare the person before entering challenging situations
- Prompt replacement or alternative skills ahead of time

DIRECTLY ALIGN WITH THE CONDITION IN THE FBA

PREVENTION * PREPARATION * PROACTIVE SUPPORT



REPLACEMENT/ ALTERNATIVE STRATEGIES

Replacement strategies explain the supporter's role in **how to teach the functionally equivalent replacement behavior**.

These are behaviors that are more efficient, effective and less interfering ways to obtain the same outcome identified as the function of the target behavior in the FBA.

Example: If it is hypothesized that the function of a behavior is to escape or delay a non-preferred activity, a replacement behavior would also result in escape or delay of a non-preferred task.

Alternative strategies explain the supporter's role in **teaching alternate behaviors that are not functionally equivalent**, that do not (always) lead to the outcome identified as the function in the FBA.

These are typically thought of as coping skills or skills that help to build tolerance of outcomes that may not be (immediately) available.

DIRECTLY ALIGN WITH THE FUNCTION IN THE FBA

FUNCTIONALLY EQUIVALENT * SAME OUTCOME * SUPPORT FLEXIBILITY

CONSEQUENCE STRATEGIES

Consequence strategies explain how the supporter **responds to both the challenging and replacement/ alternative behaviors.**

They should explain:

- when the person displays (*challenging behavior*), the supporter should (*strategies that prompt alternative/ replacement behaviors, decrease reinforcement of challenging behavior, or indicate to move to crisis plan*)
- when the person displays (*replacement behavior*) the supporter should (*strategies that reinforce replacement behaviors by allowing those behaviors to achieve the function identified in the FBA*)
- when the person displays (*alternative behavior*) the supporter should (*strategies that reinforce the alternative behavior*)

They should also include:

- any follow up for supporters
- and indication to move to the Crisis Intervention Plan when warranted.

PROVIDES RESPONSE FOR CHALLENGING AND DESIRED BEHAVIORS
CLEAR IF-THEN GUIDANCE * RESPOND/ FOLLOW UP * USE CIP