

Antecedent Based Interventions

DEFINITION

Behavior is directly related to the environment. In other words, what is going on around the child makes a difference in his or her behavior. Antecedent means what happens before, and when we make changes in what happens before a behavior, we can decrease the likelihood the behavior will occur.

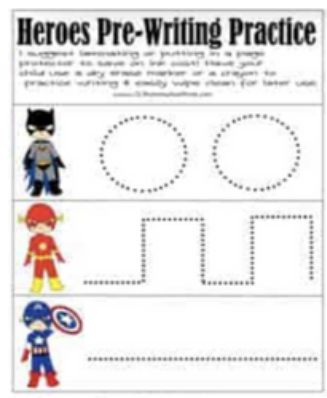
With ABIs, we intervene and manipulate the environment BEFORE the behaviors occur.

The Goal is to prevent the behavior before it happens!



EVIDENCE BASED ABI

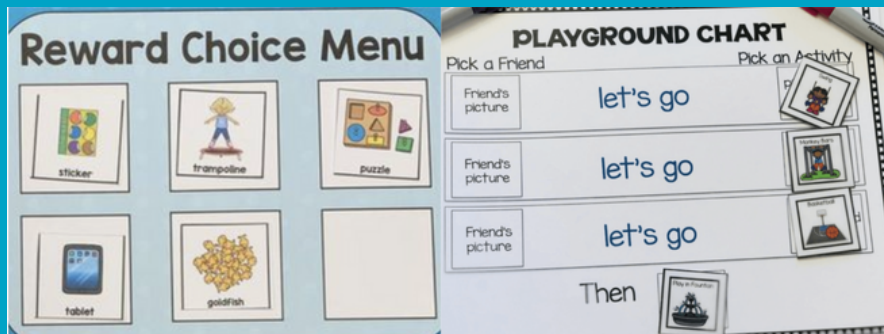
- Learner Preference
- Choice making
- Modifying instruction/activities
- Prompting
- High probability sequence
- Behavior Momentum
- Non-contingent reinforcement (it's free!)
- Classroom arrangement/ environment manipulation
- Visual supports



LEARNER PREFERENCE

We can incorporate learner preferences into their routine, daily activities, academics, chores, and visuals.

- Add characters/interest to academics
- Student chooses writing prompt
- Reinforce work with favorite item or movie
- Visuals with preferred characters/interest



“Do you want to do 3 problems or 2 problems?”

“Do you want to do it at the table or on the carpet?”

“Do you want to work with me or with Mrs. Smith?”

CHOICE MAKING

- Seating options
- Selecting writing utensil
- Choosing order to complete tasks
- When to complete assignments
- What reward to work for
- Selecting toy or activity order during recess

VISUAL SUPPORTS

A concrete cue paired with or used in place of a verbal cue

Provides learner with information about

- a routine
- activity
- behavioral expectation
- skill demonstration

Examples: (click on the link to view our fact sheet on each intervention)

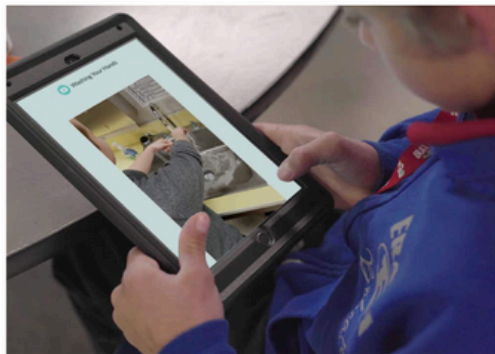
- [Visual Schedule](#)
- [Classroom visuals/boundaries](#)
- [Check-ins/zoning](#)
- Visual expectations or directives
- [Contingency or Consequence Maps](#)
- [Task Analysis](#)
- [Modeling and Video Modeling](#)

HIGH PROBABILITY SEQUENCE AND BEHAVIOR MOMENTUM

Pick smaller, easy and mastered “tasks” for the learner to complete before the more challenging/non-preferred task. Snowball effect!

- Touch your nose, wiggle your fingers, give me a silly dance!! Have a seat.
- Clap your hands, say “pizza and ice cream!”, hand me the ipad.
- Did you see the game last night? What was your favorite part? show me that spin move he did. Awesome that’s so cool, have a seat and get your math book out.

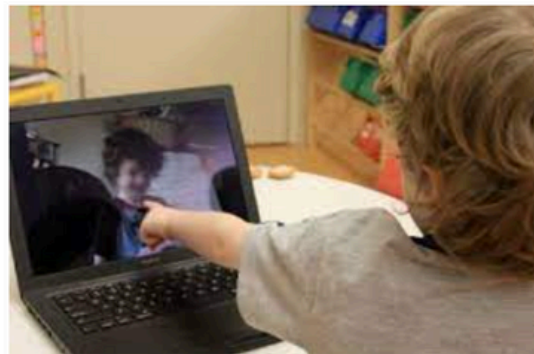
Video Modeling



Point of view modeling



Video Self-Modeling



SELF-MANAGEMENT

Self-management teaches learners with ASD to discriminate between appropriate and inappropriate behavior, accurately monitor and record their own behaviors, and reward themselves for appropriate behavior or use of skill.

My Schedule & Check-In			
Art	just right voice	in my space <input type="checkbox"/>	yes no
Circle	just right voice	in my space <input type="checkbox"/>	yes no
Centers	just right voice	in my space <input type="checkbox"/>	yes no
Snack	just right voice	in my space <input type="checkbox"/>	yes no
Outside	just right voice	in my space <input type="checkbox"/>	yes no

Free!



MODIFYING INSTRUCTION/ACTIVITIES

- Provide visual instructions/directions
- Break up the assignment
- Read written instructions
- Reduce number or length of assignment
- Provide breaks

SOCIAL NARRATIVES

Social narratives are a way to individualize stories for learners that give insight into social or behavior scenarios that may be difficult for them.

Social narratives are generally written from the perspective of the learner and include steps towards skills, feelings and examples.

Social narratives should be short and individualized.

Tomorrow, my class is going on a field trip to SDC! I am so excited!

When we get to SDC, we might have to wait before we go in. We will stay calm and follow our teacher.

If I need to go to the bathroom at SDC, I can tell my teacher "I need to go to the bathroom please" with a calm voice and nice words.

If I need a snack at SDC, I can tell my teacher "I need a snack please" with a calm voice and nice words.

BEHAVIOR CONTRACTS

A mutual agreement between learners and others involved including staff or peers. It should be student lead and create buy in.

My Contract	
Name:	_____
Date:	_____
These are my goals:	
1.	_____
2.	_____
3.	_____
These are my consequences if I don't meet my goals:	

These are my rewards/ positive consequences if I meet my goals:	

My contract will be reviewed on: _____	
Signatures: _____	
