

Antecedent-Based Interventions (According to Function)

Antecedent-Based Interventions (ABI) are most effective when implemented with the function of the target kept in mind. Ensure Tier 1 strategies are in place and once the function of the target behavior is known, select ABI accordingly.

<u>General Tier 1 Strategies</u>				
<ul style="list-style-type: none"> • Establish clear expectations • Establish and teach classroom rules • Consistent, predictable routines • Use pre-correction • Prime for transitions 		<ul style="list-style-type: none"> • Use neutralizing routines • Establish instructional control • Properly pace instruction • Provide frequent opportunities to respond (OTR) • Use visual supports 		
<u>Socially Positive (Attention)</u>	<u>Socially Positive (Tangible)</u>	<u>Socially Negative (Escape/Avoidance)</u>	<u>Automatic Positive</u>	<u>Automatic Negative</u>
<ul style="list-style-type: none"> • Classwide Peer Tutoring (CWPT) • Provide opportunities for collaborative/partner work • Assign a classroom job/responsibility • Provide frequent opportunities to respond (OTR) • Social narratives • Non-contingent Reinforcement (provide attention on a fixed time schedule) • Prime the group for expected behaviors prior to entering a challenging environment/situation 	<ul style="list-style-type: none"> • Use a first/then sequence (provide a visual if needed) • Prime student/class for transitions • Use a visual schedule • Social Narratives • Provide opportunities for student obtain desired objects, activities, items in a structured, scheduled manner • Maximize choice 	<ul style="list-style-type: none"> • Demand Fading • Curricular revision • Use a High-probability sequence • Intersperse tasks (brief and/or easy with longer and/or more difficult) • Maximize choice • Incorporate student interests • Provide alternate modes of task completion • Prime student/class for transitions • Social Narratives • Non-contingent Negative Reinforcement/Escape (provide breaks on a fixed time schedule) 	<ul style="list-style-type: none"> • Enrich the learning environment (with engaging tasks, activities, interactions) • Provide time and space for sensory activities • Provide functional, meaningful sensory activities • Incorporate sensory activities into instructional tasks • Social Narratives • Maximize student choice 	<ul style="list-style-type: none"> • Address medical concerns • Provide and teach use of a break/calming area • Teach calming/ de-escalating skills when the child is calm • Social Narratives

References:

Geiger, Carr, & LeBlanc (2009). Function-Based Treatments for Escape-Maintained Problem Behavior: A Treatment Selection Model for Practicing Behavior Analysts *Behavior Analysis in Practice*, 3(1), 22-32.
 Grow, Carr, & LeBlanc (2010). Treatments for Attention-Maintained Problem Behavior: Empirical Support and Clinical Recommendations *Journal of Evidence-Based Practices for Schools Vol. 10, No. 1.* 70-92