Antecedent-Based Interventions

Adapted From Sam, A., & AFIRM Team. (2016). *Antecedent-based intervention*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from http://afirm.fpg.unc.edu/antecedent-based-intervention

What are Antecedent-Based Interventions (ABIs)
- Evidence-based practice for children and youth with ASD derived from applied behavior analysis (ABA)
- Focus on identifying the events that take place immediately before (antecedent) and after (consequence) an identified interfering behavior
- Determine patterns in antecedents / consequences that are maintaining (perpetuating) the identified interfering behavior
- Changes are made to the environment to decrease an identified interfering behavior and increase on-task behaviors

Why Use ABIs
- Similar to Functional Assessments, ABIs include data collection to determine patterns of behavior and environmental influences that may increase interfering behaviors
- ABI's allow the teacher/parent/therapist to tailor the reinforcement (reward) for a preferred behavior to an individual student

Implementing ABIs
1. Identify problem behavior using ABI worksheet
2. Select ABI strategy that addresses the function of the interfering behavior; focus on learner preferences (what does the student enjoy?) to integrate into the lesson
3. Ignore interfering behaviors
4. **Reinforce (reward) behavior approaching your goal!**

Learn more about ABIs here:
- Cale, S. I., Carr, E. G., Blakeley-Smith, A., & Owen-DeSchryver, J. S. (2009). Context-based assessment and intervention for problem behavior in children with autism spectrum disorder. *Behavior modification,* 33(6), 707-742. doi: 10.1177/0145445509340775

- Stichter, J. P., Randolph, J. K., Kay, D., & Gage, N. (2009). The use of structural analysis to develop antecedent-based interventions for students with autism. *Journal of Autism and Developmental Disorders*, 39(6), 883-896. doi: 10.1007/s10803-009-0693-8

- Sigafoos, J., Green, V. A., Payne, D., O'Reilly, M. F., & Lancioni, G. E. (2009). A classroom-based antecedent intervention reduces obsessive-repetitive behavior in an adolescent with autism. *Clinical Case Studies*, 8(1), 3-13. doi: 10.1177/1534650108327475

AFIRM
Autism Focused Intervention Resources & Modules

---ABI Planning Worksheet---
Learner's Name: _____   Date/Time: _____
Team Members: _____
_____
_____

Identify features of the behavior:
Where does the behavior occur? _____

Antecedent-based Intervention

Determine the function of the behavior:
To get or obtain:
☐ Attention
☐ Food

To escape or avoid:
☐ Attention
☐ Difficult task/activity