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KENTUCKY AUTISM  
TRAINING CENTER 

Antecedent Based Intervention

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## Objectives:

1. Participants will leave with an understanding of what Antecedent Based Interventions are.
2. Participants will leave with ideas for implementation of Antecedent Based Interventions.
3. Participants will leave with resource to assist with implementation of Antecedent Based Intervention

# What are Antecedent Based Interventions?

A collection of strategies in which environmental modifications are made to change the conditions in the setting that prompt the learner with ASD to engage in an interfering behavior.

# Evidence Based Practice!

- For preschool through High school age
- Used to reduce affects of interfering behaviors
- Used to increase on task behaviors

## How to Implement

- Identify Interfering Behavior
- Collect Baseline Data

# ABC's

**A**  
**A**

Antecedent

**B**  
**B**

Behavior

**C**  
**C**

Consequence

## Let's look at some ABC's

Antecedent	Behavior	Consequence
Child sees a desired toy	Child cries & screams	Parent gives child desired toy
Child setting in Circle time	Child hits his neighbor	Child is removed from circle

## ABC Recording Sheet

DATE/TIME	PRE-CONDITION OR ANTECEDENT (what happened before the behaviour)	WHAT BEHAVIOUR OCCURRED AND A DESCRIPTION OF WHAT YOU SAW & HEARD	YOUR ACTIONS OR CONSEQUENCES (describe what you did and for how long)
DATE: _____ START TIME: _____ END TIME: _____	Where were you and Client?  What was he doing/saying before the behaviour?  What were you doing/saying before the behaviour?	What did he do ?  What did he say?	What did you do?  What did you say?
DATE: _____ START TIME: _____ END TIME: _____	Where were you and Client?  What was he doing/saying before the behaviour?  What were you doing/saying before the behaviour?	What did he do?  What did he say?	What did you do?  What did you say?
DATE: _____ START TIME: _____ END TIME: _____	Where were you and Client?  What was he doing/saying before the behaviour?  What were you doing/saying before the behaviour?	What did he do?  What did he say?	What did you do?  What did you say?



# Functions of Behavior

# It is important to look at the function!

## Four functions of behavior:

- Access to tangibles
- Attention
- Escape
- Automatic Reinforcement

# Implement Antecedent Based Intervention!

# Antecedent Interventions

# Antecedent Interventions

- *Setting clear behavioral expectations*
  - Consider the individualized needs of learners when delivering expectations
- *Manipulating the learning environment*
  - Pairing the learning environment with reinforcement
  - Providing visual supports in environment
  - Purposefully setting schedule structure

# Antecedent Interventions

- *Manipulating the learning environment (cont.)*
  - Location of instruction (is the table an aversive?)
  - Providing preferred items in instructional area prior to demands
  - Decreasing/altering the task demand
- *Priming*
- *Behavior Momentum*

# Antecedent Interventions

- *Placing specific demands*
  - Example: “Sit” vs. “Sit down in your chair and show me you are ready to work”
- *Offering choice*
  - Reinforcers
  - Materials
  - Order of instructional tasks
  - Partners/Peers
  - Locations

## Antecedent Interventions

- Implement pre-activity interventions
- Use Learner Preferences



# Visual Supports!

## Types of Visual Supports

- 1) Body Movement:** body language, natural gestures, and sign
- 2) Environmental Cues:** such as objects and signs
- 3) Traditional tools for organization:** calendars, shopping lists, recipes, and instruction manuals
- 4) Specialized communication aids:** picture stories, behavior scripts, and activity schedules.

# Why are visual supports important?

- Give the student/child time to focus
- Time to work out meaning
- Child can refer back to visual
- Enable communication to be more specific
- Encourage consistency in procedures, expectations, and routines across all people involved with the child

# Why are visual supports important?

- Make life predictable
- Gives a framework for talking about change







## Visual Schedules

- Easy way to provide students with consistent cues about their daily lives
- Help child anticipate what will happen next



# Remember to Individualize Schedules

- What type of schedule is needed?
- How long is the schedule?
- How does the student manipulate it?
- Is it stationary or portable?
- Who is responsible for maintaining the schedule?
- Does it meet the current needs of the student?

# Schedules At A Glance

Type of Schedule	Variations of Type	Length of Schedule	Location of Schedule	Routine to Check Schedule	Manipulating Schedule
<b>OBJECT</b>	<ul style="list-style-type: none"> <li>•Actual object</li> <li>•Part of an object</li> <li>•Representative object</li> </ul>	<ul style="list-style-type: none"> <li>•Transitional objects</li> <li>•Single object</li> <li>•First _____, Then, _____</li> <li>•Sequence of 3</li> <li>•Sequence of 4</li> <li>•Sequence of more than 4</li> </ul>	<ul style="list-style-type: none"> <li>•Next activity</li> <li>•Individual Transition area</li> <li>•Group Transition area</li> </ul>	<ul style="list-style-type: none"> <li>•Physical guidance</li> <li>•Give transition object</li> <li>•Give transition card</li> </ul>	<ul style="list-style-type: none"> <li>•Uses objects in task</li> <li>•Match object to object</li> <li>•Place object in box</li> </ul>
<b>PICTURE</b>	<ul style="list-style-type: none"> <li>•Labels or logos</li> <li>•Realistic drawings</li> <li>•Symbolic drawings</li> <li>•Commercial pictures</li> <li>•Photographs</li> <li>•Black and white picture</li> <li>•Color pictures</li> </ul>	<ul style="list-style-type: none"> <li>•Transitional picture</li> <li>•Single picture</li> <li>•First _____, Then, _____</li> <li>•Sequence of 3</li> <li>•Sequence of 4</li> <li>•Sequence of more than 4</li> <li>•Half day</li> <li>•Full day</li> </ul>	<ul style="list-style-type: none"> <li>•Next activity</li> <li>•Individual Transition area</li> <li>•Group Transition area</li> <li>•Name tags</li> <li>•Highlight info.</li> <li>•Color code</li> <li>•Favorite picture</li> </ul>	<ul style="list-style-type: none"> <li>•Physical guidance</li> <li>•Give transition object</li> <li>•Give transition card</li> <li>•Say “check schedule”</li> <li>•Ring bell</li> <li>•Flash classroom lights</li> </ul>	<ul style="list-style-type: none"> <li>•Match picture to picture</li> <li>•Match picture to box</li> <li>•Place picture in pocket</li> <li>•Place picture in box</li> <li>•Turn picture over</li> <li>•Pockets</li> <li>•Paper clip</li> <li>•Draw line through picture</li> <li>•Check box next to picture</li> <li>•Check line next to picture</li> </ul>
<b>WRITTEN</b>	<ul style="list-style-type: none"> <li>•Single word w/picture</li> <li>•Single words</li> <li>•Short phrases</li> <li>•Sentences</li> <li>•Words w/highlights</li> <li>•Words w/work system</li> </ul>	<ul style="list-style-type: none"> <li>•First _____, Then, _____</li> <li>•Sequence of 3</li> <li>•Sequence of 4</li> <li>•Sequence of more than 4</li> <li>•Half day</li> <li>•Full day</li> </ul>	<ul style="list-style-type: none"> <li>•Individual Transition area</li> <li>•Group Transition area</li> <li>•Name tags</li> <li>•Highlight info.</li> <li>•Color code</li> <li>•Favorite picture</li> <li>•Backpack</li> <li>•Folder</li> <li>•Notebook</li> <li>•Clipboard</li> </ul>	<ul style="list-style-type: none"> <li>•Say “check schedule”</li> <li>•Ring bell</li> <li>•Flash classroom lights</li> <li>•Clock</li> <li>•Timer</li> </ul>	<ul style="list-style-type: none"> <li>•Draw line through word</li> <li>•Check box next to word</li> <li>•Check line next to word</li> </ul>



# Before You introduce schedules

- Know what type of schedule you will be using
  - Object, picture, written
- Develop materials
  - Gather any/all possible activities that may occur that day if using pictures or objects --- BE PREPARED!!!!
- Decide where the schedule will be located
  - Portable – student takes it with him/her
  - One location – schedule is in same place every day (transition area)
  - Teacher will supply schedule to student – least preferred as it restricts independence

# Introduce Schedule to the child

1<sup>st</sup> – Model the act of checking schedule, moving to activity, completing activity, checking schedule

- ✓ Remember – Model the steps EXACTLY as you want the child to do it
- ✓ Limit verbal directions – purpose of schedule is to facilitate independence

2<sup>nd</sup> - Guide child through schedule – assist/prompt as needed through steps, including taking schedule, object, or picture with them if needed

- ✓ *Limit verbal directions* – you do not want child to become dependent on your prompts!!!!

# Introduce Schedule to the child

- ✓ Provide prompts and support student through schedule – be there every step of the way to ensure they learn how to do it correctly the first time – **ENSURE SUCCESS!!!**
- ✓ Reinforce! You want the student to know that the schedule is a good thing!!!
- 3<sup>rd</sup> – step back and allow the student to do schedule independently
- ✓ Be there to support if needed – **ENSURE SUCCESS!!!!**
- ✓ Reinforce!!!

## Helpful Hints:

1. Begin using a visual support for 'Check Schedule' when you first introduce the schedule
  - A poker chip or popsicle stick with large check mark printed on it or the child's name on a card.
  - Limits verbal prompts - which can be difficult to fade
2. Remember to *Ensure Success*
  - Prompt as needed, but fade prompts as quickly as possible
3. Reinforce – don't forget to provide reinforcement to the learner – new learners need to contact reinforcement **OFTEN!!!**

# Picture Symbol Schedules

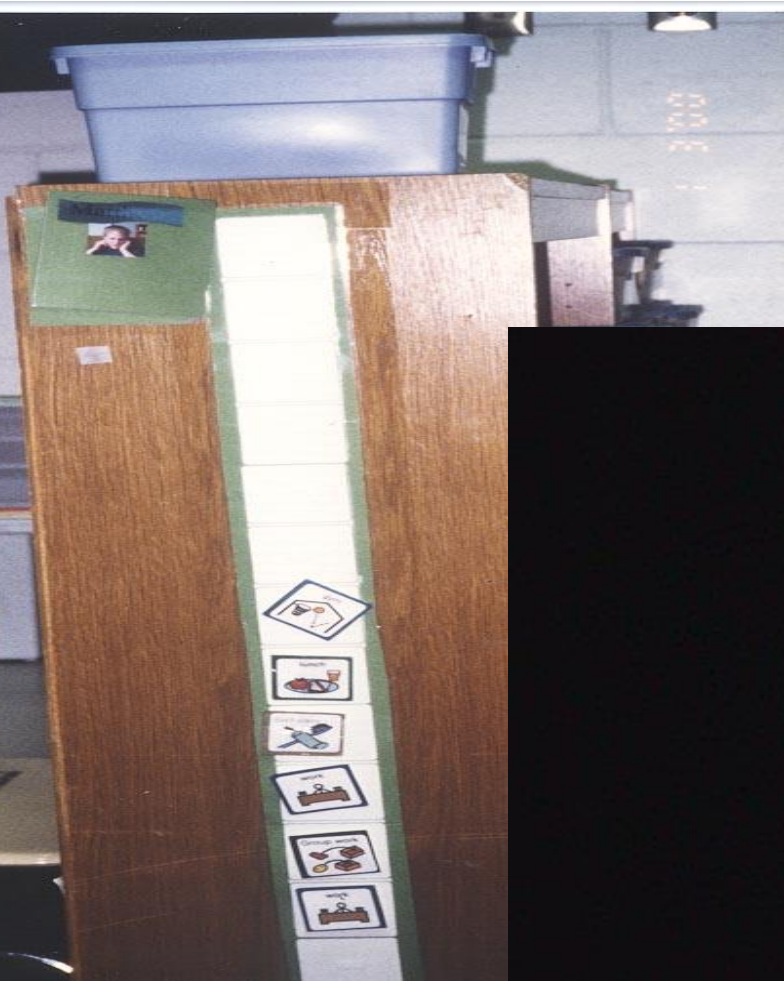
Individual daily schedules – with icons (turtle, eagle, doll, etc) vs. picture or name of child



Whole class schedule (running on top from left to right) with mini-schedules (running top to bottom) under each activity to provide additional support with a large red finished folder for the completed mini-schedules



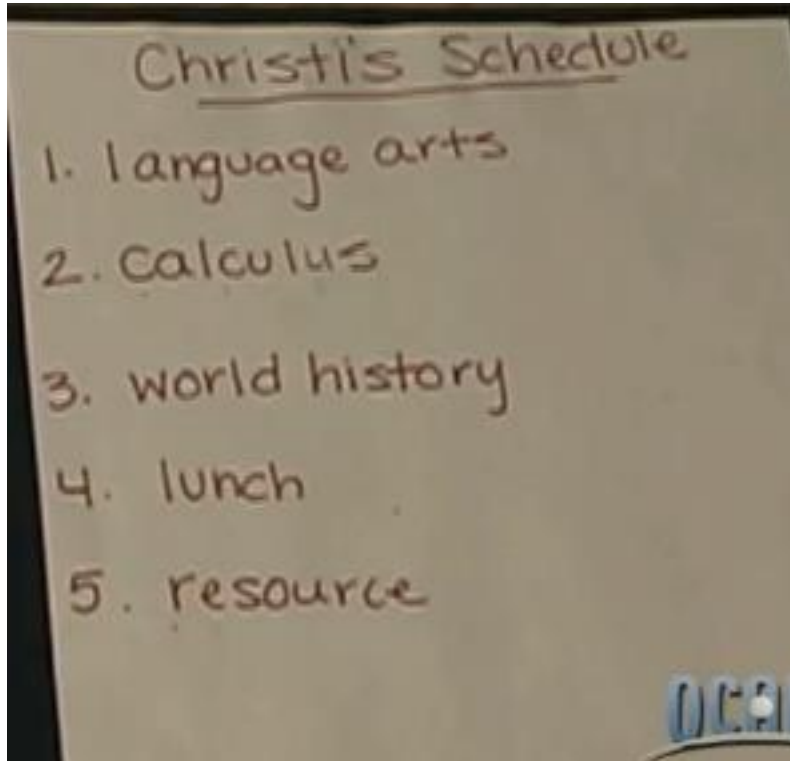
# Daily Picture Schedule



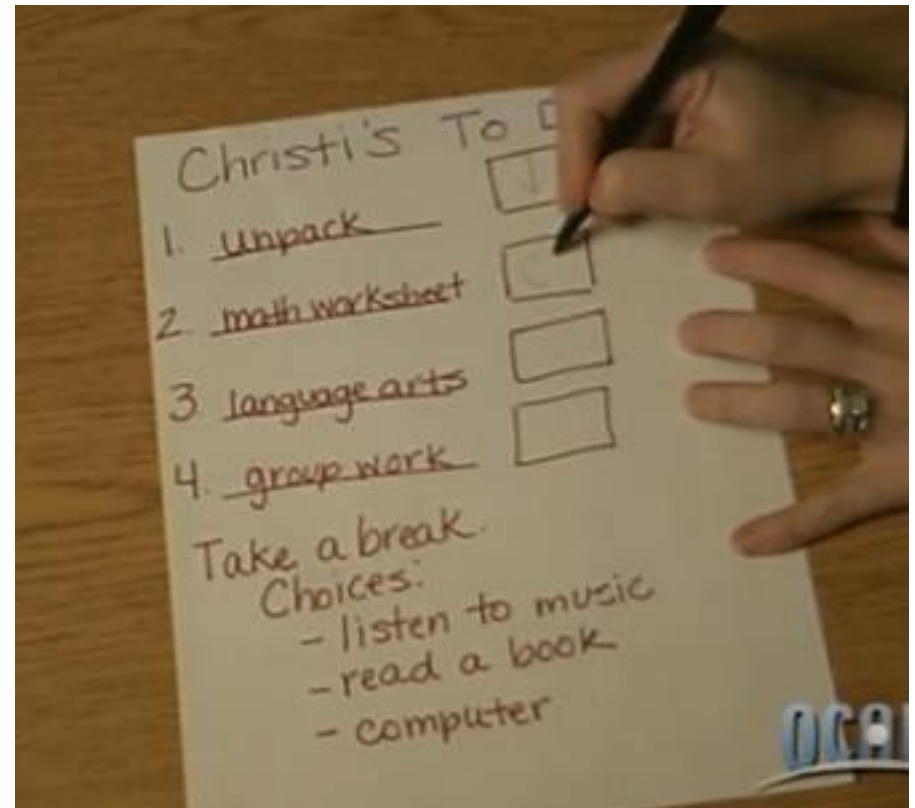


A good option for an older student – very age appropriate and facilitates independence

# Individual Daily Schedule



## To Do Schedule – Mini/Activity Schedule



Thank you so much for coming!!

**Questions??**

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