Components of the EBP Brief Packet...

This evidence-based practice overview on antecedent-based intervention (ABI) includes the following components:

1. **Overview**: A quick summary of salient features of the practice, including what it is, who it can be used with, what skills it has been used with, and settings for instruction.
2. **Evidence-base**: The ABI Evidence-base details the NPDC criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for this practice.
3. **Step-by-Step Guide**: Use the ABI Step-by-Step Practice Guide as an outline for how to plan for, use, and monitor ABI. Each step includes a brief description as a helpful reminder while learning the process.
4. **Implementation Checklist**: Use the ABI Implementation Checklist to determine if the practice is being implemented as intended.
5. **Data Collection Sheets**: Use the data collection sheets as a method to collect and analyze data to determine if progress is being made for a learner with ASD.
6. **Tip Sheet for Professionals**: Use the ABI Tip Sheet for Professionals as a supplemental resource to help provide basic information about the practice to professionals working with the learner with ASD.
7. **Parent Guide**: Use the ABI Parent Guide to help parents or family members understand basic information about the practice being used with their child.
8. **Additional Resources**: Use the Additional Resources to learn more about the practice.
9. **CEC Standards**: A list of CEC Standards that apply specifically to ABI.
10. **Module References**: A list of numerical References utilized for the ABI module.

Suggested citation:
What is Antecedent-based Intervention?

Derived from applied behavior analysis, antecedent-based interventions (ABI) are used to address both interfering behaviors (e.g. repetitive, disruptive) and on-task behaviors (e.g. engaged or working on specific task/activity) behaviors. ABI is commonly used with other evidence-based practices such as functional behavior assessment (FBA), extinction (EXT), and reinforcement (R+).

With ABI, teachers and practitioners focus on identifying the events that take place immediately before and after an identified interfering behavior. The identification of both before and after events, allows for teachers and practitioners to identify the conditions or events within the environment that prompt the learner to exhibit the identified behavior (i.e., antecedents) and the conditions or events that are reinforcing the behavior after it occurs (i.e., consequences).

Evidence-base

Based upon the recent review, antecedent-based intervention meets the evidence-based practice criteria with 32 single case design studies. The practice has been effective for preschoolers (3-5 years) to high school learners (15-22 years) with ASD. Evidence-based practices (EBP) and studies included in the 2014 EBP report detailed how antecedent-based intervention can be used effectively to address: social, communication, behavior, school-readiness, play, motor, adaptive, and academic outcomes.

How is ABI Being Used?

Antecedent-based intervention can be used by a variety of professionals, including teachers, special educators, therapists, paraprofessionals, and early interventionists in educational and community-based environments. Parents and family members also can use antecedent-based intervention in the home.

For more information visit: www.afirm.fpg.unc.edu
The National Professional Development Center on ASD has adopted the following criteria to determine if a practice is evidence-based. The EBP Report provides more information about the review process (Wong et al., 2014).

Efficacy must be established through high quality, peer-reviewed research in scientific journals using:

- randomized or quasi-experimental design studies (two high quality experimental or quasi-experimental group design studies),
- single-subject design studies (three different investigators or research groups must have conducted five high quality single subject design studies), or
- combination of evidence [one high quality randomized or quasi-experimental group design study and three high quality single subject design studies conducted by at least three different investigators or research groups (across the group and single subject design studies)].

**---OVERVIEW---**

Antecedent-based intervention is an evidence-based practice used to decrease interfering behavior and increase on-task behaviors. ABI meets the evidence-based practice criteria with 32 single case design studies. The practice has been effective with learners in early intervention (0-2 years) to high school learners (15-22 years). Studies included in the 2014 EBP report detailed how antecedent-based intervention can be used effectively to address: behavior, play, social, communication, school readiness, adaptive, academic, and motor outcomes.

In the table below, the outcomes identified by the evidence base are shown by age of participants.

<table>
<thead>
<tr>
<th>Early Intervention (0-2)</th>
<th>Preschool (3-5)</th>
<th>Elementary (6-11)</th>
<th>Middle (12-14)</th>
<th>High (15-22)</th>
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---Evidence-base for Antecedent-based Intervention---
Early intervention (0-2 years)


Preschool (3-5 years)


Elementary (6-11 years continued)


Middle (12-14 years)


Middle (12-14 years continued)


High (15-22 years)


* Research which included participants in multiple age ranges.
This practice guide outlines how to plan for, use, and monitor the practice of antecedent-based interventions.

Keep in mind that ABI can be used to decrease interfering behaviors and increase engagement.

BEFORE YOU START...

Each of the following points is important to address so that you can be sure the selected EBP is likely to address the learning needs of your student.

Have you found out more information about . . .?

- Identified the behavior...
- Collected baseline data through direct observation...
- Established a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered...

If the answer to any of these is “no,” review the process of how to select an EBP.

For more information visit:
www.afirm.fpg.unc.edu
Now you are ready to start...

Step 1: ABI Planning

The planning step explains initial considerations involved in preparing to use ABI. Be sure to use a functional behavior assessment (FBA) to identify and define the interfering behavior.

1.1 Identify and define interfering behavior through an FBA

To assist in identifying a behavior that interferes with learning and/or development, team members should complete a functional behavior assessment (FBA). For more information, visit the Functional Behavior Assessment module.

1.2 Collect data using direct observation methods

To collect data on the interfering behavior, team members should use A-B-C data charts. A-B-C data charts help team members identify what happens directly before the behavior (antecedent), describe the behavior, and determine what happens directly after the behavior (consequence).

Use the **ABC Data Chart** to understand why the learner might be engaging in the identified interfering behavior.

1.3 Review data collected from direct observations

Data tables (commonly referred to as scatterplots in the FBA literature) can be used to help teams determine possible functions of the behavior, when the behavior is occurring, and times of the day when an intervention might be implemented to reduce the interfering behavior.

Use the **ABI Data Table and Anecdotal Note** form to identify patterns.

1.4 Develop a hypothesis statement and overall goal

Based upon the information gathered, the team develops a hypothesis statement that includes the following:

- The setting events, immediate antecedents, and immediate consequences that surround the interfering behavior.
- A restatement and refinement of the description of the interfering behavior that is occurring.
- The function the behavior serves (i.e., get/obtain, escape/avoid).

Use the **ABI Planning Sheet** to develop a hypothesis and goal.
Step 2: Using ABI

This section describes the process of implementing ABI through selecting an ABI strategy that addresses the function of the behavior.

2.1 Select ABI strategy that addresses the function of the interfering behavior

Based upon information gathered from the FBA and planning step, team members identify an ABI strategy that will address the function of the interfering behaviors (Kern & Clemens, 2007). Possible ABI strategies include:

- Using learner preferences (include highly-preferred items within a non-preferred activities to prevent learners from wanting to escape or avoid the activity);
- Changing schedules/routines (create predictable schedules/routines and use visual supports);
- Implementing pre-activity interventions (provide learners with information they need to participate in an activity or routine);
- Using choice-making (offer choices to increase learners control of a situation);
- Altering how instruction is delivered (adapt or modify instruction in order to promote active participation and engagement with classroom materials and activities); or
- Enriching the environment with sensory stimuli (provide access to preferred sensory stimuli).

2.2 Create lesson plan that includes selected ABI strategy

Develop lesson plans that include the following components to ensure the selected antecedent-based intervention strategy is included:

- Weekly objectives for the learner with ASD that will lead to a decrease in an interfering behavior,
- A statement of the strategy and what the teachers/practitioners will do, and
- The materials needed to implement the antecedent-based intervention strategy.

Use the ABI Lesson Plan to develop a lesson plan using ABI.

2.3 Ignore interfering behavior

Teachers and practitioners should not provide reinforcement for the identified interfering behavior when it occurs. For more information on extinction, check out the Extinction brief.

2.4 Provide learner with reinforcement

To promote appropriate behavior, remember to provide reinforcement each time the learner does not engage in the interfering behavior and completes the weekly objective.
Step 3: Monitoring ABI

The following process describes how the use of ABI can be monitored and how to determine if next steps based on the data.

3.1 Collect and analyze data on interfering behavior

Measure a learner’s engagement in the interfering behavior by collecting frequency data and/or duration data.

*Use the ABI Event Sampling Form or ABI Duration Data to monitor behaviors.*

3.2 Determine next steps based on learner progress

Collecting data will help team members determine if a learner is making progress and reducing the use of the identified interfering behavior. If a learner is making progress based upon data collected, team members should continue to use the selected strategies.

If the learner with ASD is not showing progress with the selected strategies and evidence-based practices, ask yourself the following questions:

- Is the behavior well defined?
- Is the behavior measurable and observable?
- Did a functional behavior assessment (FBA) indicate the function of the behavior?
- Are the ABI strategies addressing the function of the interfering behavior?
- Are team members ignoring the interfering behaviors?
- Are team members providing the learner with reinforcement?

If these issues have been addressed and the learner continues to exhibit high rates of the interfering behavior, consider selecting a different EBP or strategy to use with the learner.
Antecedent-based Interventions (ABI)
---Implementation Checklist---

To find out more information about...

- Establishing a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered.
- Identifying evidence-based practices

Refer to the “Selecting EBPs” section on the website: afirm.fpg.unc.edu

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1. Identify and define interfering behavior through an FBA.
2. Collect data using direct observation methods.
3. Review data collected from direct observations.
4. Develop a hypothesis statement and an overall goal.

Step 2: Using

1. Select an ABI strategy that addresses the function of the interfering behavior.
   - Using learner preferences
   - Changing schedules/routines
   - Implementing pre-activity interventions
   - Using choice-making
   - Altering how instruction is delivered
   - Enriching the environment with sensory stimuli

2. Create lesson plan that includes selected ABI strategy.
3. Ignore interfering behavior.
4. Provide learner with reinforcement.

Step 3: Monitoring

1. Collect and analyze data on interfering behavior.
2. Determine next steps based on learner progress.
---ABI Planning Worksheet---

Identify features of the behavior:

Where does the behavior occur? ____________________________

________________________________________________________________________

With whom does the behavior occur? _________________________

________________________________________________________________________

When does the behavior occur? ____________________________

________________________________________________________________________

During what activities does the behavior occur? ______________

________________________________________________________________________

Identify features of the environment:

What are other peers/students doing when the behavior occurs? ______________

________________________________________________________________________

What is the proximity of other students, teachers, and/or adults when the behavior occurs? ___

________________________________________________________________________

Number of individuals in the area: __________________________

Other environmental conditions: ____________________________

________________________________________________________________________
Antecedent-based Intervention

Determine the function of the behavior:

To get or obtain:
- Attention
- Food
- Toys
- Hugs
- Sensory Stimulation
- Other: _____________

To escape or avoid:
- Attention
- Difficult task/activity
- Undesirable activity
- Sensory stimulation
- Social stimulation
- Other: _____________

Develop a hypothesis statement:

Hypothesis statement: __________________________________________
________________________________________________________________

Determine overall goal for ABI: __________________________________
________________________________________________________________

For more information visit: www.afirm.fpg.unc.edu
---A-B-C Data Chart---

Learner’s Name: ________________  Date/Time: ________________  
Observer(s): ___________________________________________________________________
Interfering Behavior: __________________________________________________________________

A-B-C Data Chart:

In the table below, record your observations

<table>
<thead>
<tr>
<th>Date:</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
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<tbody>
<tr>
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For more information visit:
www.afirm.fpg.unc.edu
---ABI Data Collection & Notes---

Learner’s Name: _______________ Date/Time: ____________

Observer(s): _________________________________________

Interfering Behavior: _______________________________________

Data Collection:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Date</th>
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</table>

Anecdotal Notes:

<table>
<thead>
<tr>
<th>Date</th>
<th>Observer Initials</th>
<th>Target Skill/Behavior, Comments, and Plans for Next Steps</th>
</tr>
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<tbody>
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For more information visit:
www.afirm.fpg.unc.edu
---ABI Lesson Plan---

Learner’s Name: ____________ Date/Week of: ____________
Teacher(s): ________________ Classroom: _______________
Interfering Behavior: __________________________________
______________________________________________________

<table>
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<tr>
<th>Objective(s):</th>
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<tr>
<td>1.</td>
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<td>2.</td>
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<tr>
<th>Strategy:</th>
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<tr>
<th>To implement this strategy, I will:</th>
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<td>4.</td>
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<td>5.</td>
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<tr>
<th>Materials needed:</th>
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<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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</table>

For more information visit: www.afirm.fpg.unc.edu
---ABI Duration-Based Preference Assessment---

Learner’s Name: __________________ Date/Time: ______________
Observer(s): _____________________________________________

At 30-second intervals, mark if the learner is engaged with the item. Repeat as needed for each item.

<table>
<thead>
<tr>
<th>Item</th>
<th>30</th>
<th>60</th>
<th>90</th>
<th>120</th>
<th>150</th>
<th>180</th>
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Identify items that the learner engaged with for at least 75% of the 30-second intervals.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

For more information visit:
www.afirm.fpg.unc.edu
Directions:

To identify the preferences of a learner with ASD, observe him/her for at least 30 minutes during a free choice activity time. Every 2 to 5 minutes, circle the material or toy that the learner is interacting with or looking at. If the material/toy is not listed in the following chart, please record in the blank spaces at the bottom of the chart. Complete at least 3 observations to identify highly preferred materials or toys. Highly preferred materials/toys can then be incorporated into non-preferred activities to increase motivating and engagement.

---ABI Preference Assessment Worksheet: Early Childhood---

Learner’s Name: ___________________ Date/Time: ________________

Observer(s): ____________________________________________

Activity: ________________________________________________

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<thead>
<tr>
<th>Every 2-5 Minutes</th>
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</tbody>
</table>
Questions to Consider (Dunst, Herter, & Shields, 2000):

What makes the learner smile and laugh? ____________________________

What makes the learner happy and feel good? ____________________________

What kinds of things get the learner excited? ____________________________

What are the learner’s favorite things to do? ____________________________

What does the learner work especially hard at doing? ____________________________

What gets and keeps the learner’s attention? ____________________________

What gets the learner to try new things? ____________________________

Identified Highly Preferred Materials/Toys:

For more information visit: www.afirm.fpg.unc.edu
---ABI Preference Assessment Worksheet: Elementary, Middle, & High School---

Learner’s Name: _______________  Date/Time: _______________
Observer(s): ___________________________________________________________________
Activity: ________________________________________________________________________

Directions:
To identify the preferences of a learner with ASD, observe him/her for at least 30 minutes during a free choice activity time. Every 2 to 5 minutes, circle the material or toy that the learner is interacting with or looking at. If the material/toy is not listed in the following chart, please record in the blank spaces at the bottom of the chart. Complete at least 3 observations to identify highly preferred materials or toys. Highly preferred materials/toys can then be incorporated into non-preferred activities to increase motivating and engagement.

<table>
<thead>
<tr>
<th>Material/Toy</th>
<th>Every 2-5 Minutes</th>
<th>Material/Toy</th>
<th>Every 2-5 Minutes</th>
<th>Material/Toy</th>
<th>Every 2-5 Minutes</th>
<th>Material/Toy</th>
<th>Every 2-5 Minutes</th>
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<tr>
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<td>Paint</td>
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<td>Puzzles</td>
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</tbody>
</table>

Antecedent-Based Intervention  National Professional Development Center on ASD  2016
Questions to Consider (Dunst, Herter, & Shields, 2000):

What makes the learner smile and laugh? ___________________________________________
________________________________________________________________________________
________________________________________________________________________________

What makes the learner happy and feel good? _______________________________________
________________________________________________________________________________
________________________________________________________________________________

What kinds of things get the learner excited? _________________________________________
________________________________________________________________________________
________________________________________________________________________________

What are the learner’s favorite things to do? _________________________________________
________________________________________________________________________________
________________________________________________________________________________

What does the learner work especially hard at doing? _________________________________
________________________________________________________________________________
________________________________________________________________________________

What gets and keeps the learner’s attention? _________________________________________
________________________________________________________________________________
________________________________________________________________________________

What gets the learner to try new things? _____________________________________________
________________________________________________________________________________
________________________________________________________________________________

Identified Highly Preferred Materials/Toys:

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

For more information visit:
www.afirm.fpg.unc.edu
---ABI Steps for Identifying Instructional Adaptations Worksheet---

Learner’s Name: __________________ Date/Time: ____________
Observer(s): ____________________________________________
Activity: ____________________________________________

Step 1: Complete an inventory of a typically developing peer completing the skill, task, or activity. As you observe a peer completing the task or activity, write down each step. For more detailed information on this process, check out the Task Analysis module.

Step 2: Observe the learner completing the skill, task, or activity. Record behaviors that are performed independently and those that are not performed independently.

Step 3: Identify behaviors that the learner with ASD cannot be expected to perform independently.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Independent</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Yes □ No</td>
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<td>□ Yes □ No</td>
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<td>□ Yes □ No</td>
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<tr>
<td></td>
<td>□ Yes □ No</td>
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</tbody>
</table>
**Step 4:** Create a list of potential adaptations that would allow the learner with ASD to participate in the activity. This step will help identify specific instructional modifications that can help the learner participate in a specific activity and reduce interfering behavior.

<table>
<thead>
<tr>
<th>Steps</th>
<th>Adaptation(s)</th>
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</thead>
<tbody>
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</table>
---ABI Activity Matrix---

Learner’s Name: _______________  Date/Time: _______________
Observer(s): ________________________________

Age Range (circle one): Early Childhood  Elementary  Middle  High

An activity matrix is used to help teachers and team members identify daily/activities, target skills, and strategies that will promote engagement.

Directions:
Planning activities in advance can reduce or prevent the occurrence of identifying behaviors. Use the Activity Matrix table below to promote engagement across the day.

<table>
<thead>
<tr>
<th>Routine/Activity</th>
<th>Target Skill(s)</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
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</table>


For more information visit: www.afirm.fpg.unc.edu
Antecedent-based Interventions (ABI) 
---Tip Sheet for Professionals---

Antecedent-based Interventions...
- Are an evidence-based practice for children and youth with autism spectrum disorder (ASD) from 0-22 years old that can be implemented in multiple settings.
- Focus on identifying the events that take place immediately before and after an identified interfering behavior in order to modify the environment to change the conditions in the setting that prompt a learner to engage in the behavior.

Why Use?
- ABI are designed to prevent the identified interfering behavior from occurring.
- Team members can use ABI to increase engagement and on-task behaviors.
- ABI are easy to implement and require little additional effort by team members.

Outcomes
- The evidence-base for ABI supports the use of this practice to address the outcomes below:

<table>
<thead>
<tr>
<th>Early Intervention (0-2)</th>
<th>Preschool (3-5)</th>
<th>Elementary (6-11)</th>
<th>Middle (12-14)</th>
<th>High (15-22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>Social</td>
<td>Social</td>
<td>Social</td>
<td>Social</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication</td>
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<td>Communication</td>
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</tr>
<tr>
<td>Behavior</td>
<td>Behavior</td>
<td>Behavior</td>
<td>Behavior</td>
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<tr>
<td>School-Readiness</td>
<td>School-Readiness</td>
<td>School-Readiness</td>
<td>School-Readiness</td>
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<tr>
<td>Play</td>
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<td>Motor</td>
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<td>Adaptive</td>
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<td>Academic</td>
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</tbody>
</table>

TIPS:
- Complete a functional behavior assessment (FBA) to identify a behavior that interferes with learning and the function of the behavior.
- Select an ABI strategy that addresses the functioning of the interfering behavior.
- Ignore the interfering behavior and provide reinforcement to the learner for not engaging in the interfering behavior and for completing task or activity.
Antecedent-based Interventions (ABI) ---Tip Sheet for Professionals---

**STEPS FOR IMPLEMENTING**

**1. Plan**
- Identify and define interfering behavior through an FBA
- Collect data using direct observation methods.
- Review data collected from direct observations.
- Develop a hypothesis statement and an overall goal.

**2. Use**
- Select an ABI strategy that addresses the function of the interfering behavior. ABI strategies include:
  - Using learner preferences
  - Changing schedules/routines
  - Implementing pre-activity interventions
  - Using choice-making
  - Altering how instruction is delivered
  - Enriching the environment with sensory stimuli
- Create lesson plan that includes selected ABI strategy.
- Ignore interfering behavior.
- Provide learner with reinforcement.

**3. Monitor**
- Collect and analyze data on interfering behavior.
- Determine next steps based on learner progress.

This tip sheet was designed as a supplemental resource to help provide basic information about the practice.

For more information visit: www.afirm.fpg.unc.edu
This parent introduction to ABI was designed as a supplemental resource to help answer basic questions about this practice.

To find out more about how ABI is used with your child, speak with:

For more information visit: www.afirm.fpg.unc.edu

Antecedent-based Interventions (ABI) ---Parent’s Guide---

This introduction provides basic information about functional behavior reinforcement.

What is ABI?
- Antecedent-based interventions is an evidence based practice for children and youth with autism spectrum disorder (ASD) from 0-22 years old.
- ABI is used to make changes to the environment to decrease an identified interfering behavior and increase on-task behaviors.

Why use ABI with my child?
- Antecedent-based interventions can be used to prevent or reduce interfering behaviors and increase engagement in an activity.
- Research studies have shown that antecedent-based interventions has been used effectively with learners in early intervention, preschool, elementary school, middle school, and high school to address social, communication, behavior, school readiness, play, motor, adaptive, and academic outcomes.

What activities can I do at home?
- When your child has a challenging behavior, think about what happened before and after the behavior.
- Think of ways you can change what happens before the challenging behavior. For example, if your child refuses to brush his or her teeth, consider introducing a visual schedule to signal your child needs to brush teeth and the steps involved. Changing the environment before an activity (such as using a picture rather words) the challenging behavior may decrease.
- Remember to praise your child or provide reinforcement for completing a task or activity.
---Additional Resources---

**Articles:**


**Apps:**

- *First Then Visual Schedule HD* by Good Karma Applications, INC ($14.99)
- *Pictello* by AssistiveWare ($19.99)

**Websites:**


*For more information visit:* www.afirm.fpg.unc.edu
Antecedent-based Intervention

CEC Standards

The CEC Standards that apply to all 27 evidence-based practices can be found on our website at: http://afirm.fpg.unc.edu/learn-affirm

Below are CEC Standards that apply specifically to Antecedent-based Intervention (ABI) module.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial Preparation Standard 2: Learning Environments</strong></td>
<td></td>
</tr>
<tr>
<td>ISCI 2 S5</td>
<td>Modify the learning environment to manage behaviors</td>
</tr>
<tr>
<td>ISCI 2 S10</td>
<td>Use effective and varied behavior management strategies</td>
</tr>
<tr>
<td>ISCI 2 S11</td>
<td>Use the least intensive behavior management strategy consistent with the needs of the individual with exceptionailties</td>
</tr>
<tr>
<td><strong>Initial Preparation Standard 4: Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>DDA4 K2</td>
<td>Assessments of environmental conditions that promote maximum performance of individuals with developmental disabilities/autism spectrum disorders</td>
</tr>
<tr>
<td>DDA4 S3</td>
<td>Conduct functional behavior assessments (FBA) that lead to development of behavior support plans</td>
</tr>
<tr>
<td><strong>Initial Preparation Standard 5: Instructional Planning &amp; Strategies</strong></td>
<td></td>
</tr>
<tr>
<td>ISCI 5 S8</td>
<td>Prepare lesson plans</td>
</tr>
<tr>
<td>ISCI 5 S9</td>
<td>Prepare and organize materials to implement daily lesson plans</td>
</tr>
<tr>
<td>DDA5 S4</td>
<td>Use instructional strategies that fall on a continuum of child-directed to adult-directed in natural and structured context</td>
</tr>
<tr>
<td>DDA5 S5</td>
<td>Consistent use of proactive strategies and positive behavioral supports</td>
</tr>
<tr>
<td>DDA5 S10</td>
<td>Structure the physical environment to provide optimal learning for individuals with developmental disabilities/autism spectrum disorders</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Advanced Preparation Standard 1: Assessment</strong></td>
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<tr>
<td>SEDAS1.S8</td>
<td>Conduct functional behavioral assessments (FBA) to determine what initiates and maintains a challenging/interfering behavior</td>
</tr>
<tr>
<td><strong>Advanced Preparation Standard 3: Programs, Services, and Outcomes</strong></td>
<td></td>
</tr>
<tr>
<td>SEDAS3.S10</td>
<td>Organize the curriculum to integrate individuals' special interests and materials, activities and routines across curriculum</td>
</tr>
</tbody>
</table>

For more information visit: www.afirm.fpg.unc.edu
---Module References---


