Antecedent Based Interventions (ABIs)

Applied Behavior Analysis Part III

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What are ABIs?

- Evidence based
- Derived from principles of Applied Behavior Analysis
- Relationship between the behavior and the antecedent stimulus
  - Example of student engaging in a tantrum at the start of small group activities
- ABIs focus on identifying environmental conditions that may contribute to the presence of undesirable behaviors

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Functional Behavior Assessment: A Quick Review

- An FBA will assist in finding what antecedent stimuli contribute to a certain behavior
- An FBA will take a look at:
  - The setting events
  - The antecedent stimulus
  - The behavior (defined)
  - The consequences (what reinforces the behavior)

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Common Antecedents

- Transitions
- Presentation of task
- Presentation on instruction
- Direction given
- Denial of activity/item
- Having to wait
- Being told "no"
- Hearing corrective feedback
- Prompting
- Changes in routines/schedules
- Unclear expectations

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LETS TAKE A LOOK AT SPECIFIC STRATEGIES WHICH FALL UNDER ANTECEDENT-BASED INTERVENTIONS

Altering he Environment
Use of Schedules
Structuring of Time
Establishment of Routines
Clear Expectations
Incorporating Preferred Activities
Offering Choices
Altering Instruction
Altering Curriculum
Pre-Activity Planning
Establishing Behavioral Momentum

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Arrangement of the Environment

- Physical arrangement of the classroom
- Establishing clear boundaries (i.e., group work, teacher's area, individual desk areas, break area)
  - Use furniture, color coding, floor tape
- Sufficient amount of space to engage in the activity
- Learning materials are organized in each area
- All students can be seen/monitored
- Use pictures and labels to show where things belong
- Arranging the setting to adjust to the learning activity
- Materials needed are ready and available
- Individualize for students (i.e., study carols, desk set off to side, desk in front of teacher's desk)

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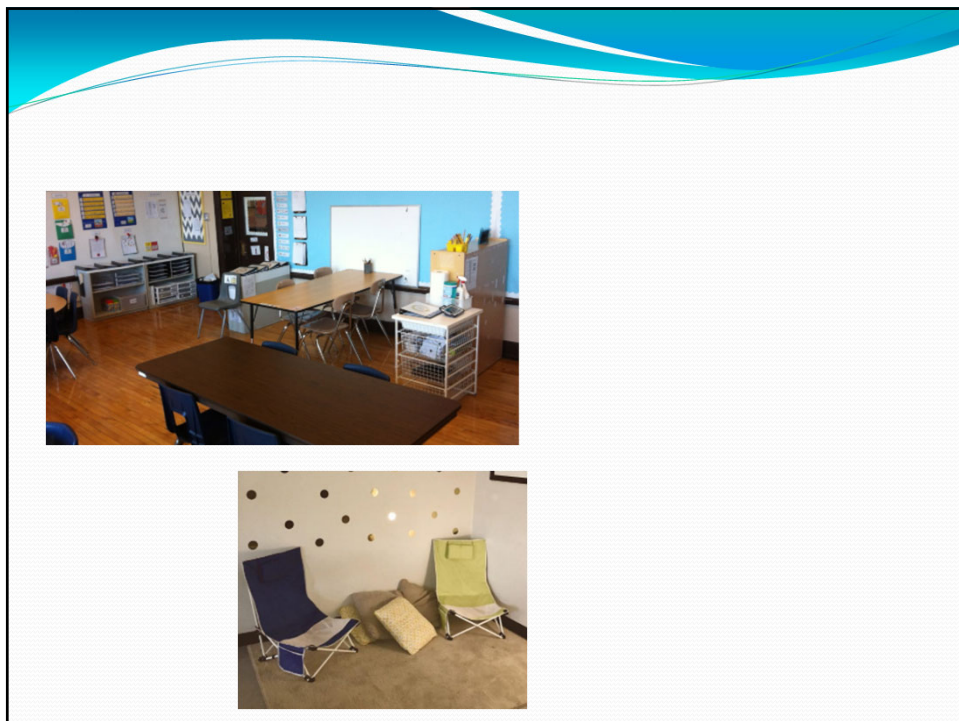
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Use Schedules

- Develop predictable classroom schedules
- Activities should be balanced between teacher-directed and student-initiated
- Provides visual information allowing the student to understand what is expected and where they should go
- Assists with transitions
- Balance activities within the schedule
  - Quiet vs. more noisy
  - Large group vs. small group vs. individual work
  - Passive vs. interactive
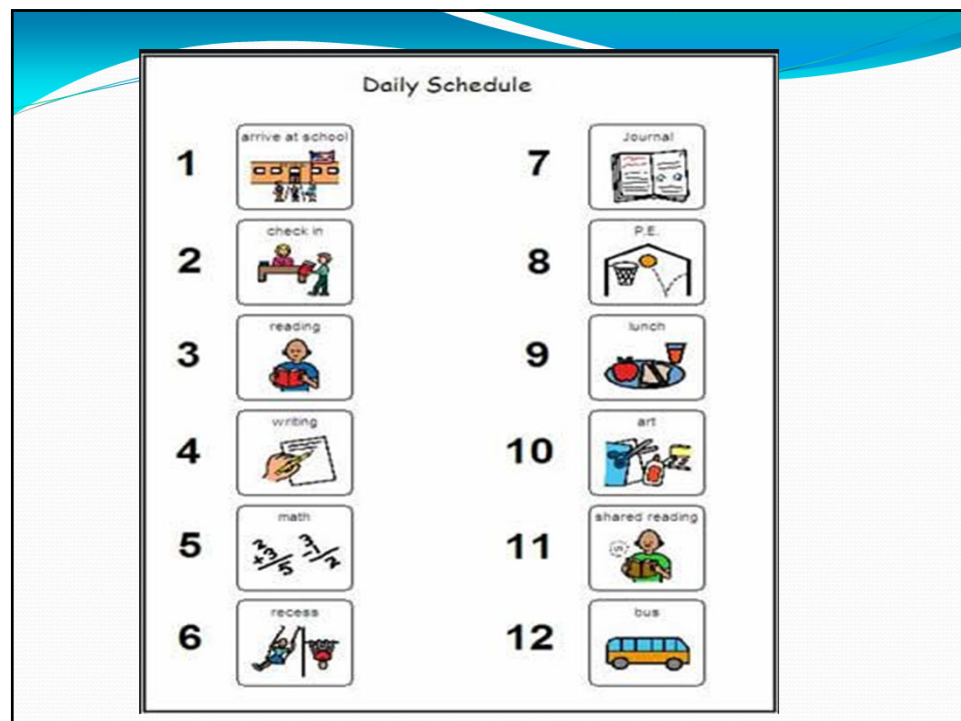
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Schedules cont.

- Limit number of transitions
- Implement consistently every day
- Teach student how to follow/use the schedule
- Alert students to upcoming transitions
- Alert students to changes in the schedule and teach students how to handle changes
- Structuring transitions to avoid long periods of waiting
- Frequently refer back to the schedule

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Schedules cont.

- Develop a schedule for adults
- Prepare for an 'unexpected change in schedule'
  - Have alternate activities prepared with mini activity schedule
  - On the go lesson

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Example of Staff Schedules

	Teacher 7:40-2:40	IA 1 7:50-2:20	IA 2 7:30-2:01	IA 3 7:40-2:10
7:45-8:00	Attendance Check in/independent reading until MM	Check in homework/student folders	Get students from bus	Get students from bus
8:15-8:30	Morning meeting	Record homework	Monitor morning meeting	Record homework
8:30-9:45	ELA rotation 1: student names ELA rotation 2: student names ELA rotation 3: student names	ELA rotation 1: student names ELA rotation 2: student names ELA rotation 3: student names	ELA rotation 1: student names ELA rotation 2: student names ELA rotation 3: student names	Work with all students in ELA rotations
9:45-10:00	Break/or inside with students	Monitor recess	Break 9:45-9:55 Monitor recess	Monitor recess Monitor recess
10:00-10:30	P.E outside with students	10:00-10:30 lunch	P.E.	10:00-10:30 lunch

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Structure Time

- Open ended activities (i.e., playing with legos, working on math program on I pad)
  - Use timers
  - Use count down/count up visual systems

- Close ended activities (i.e., math page, puzzle)

- Mini schedules
  - Break down activity time
  - Schedule within a schedule

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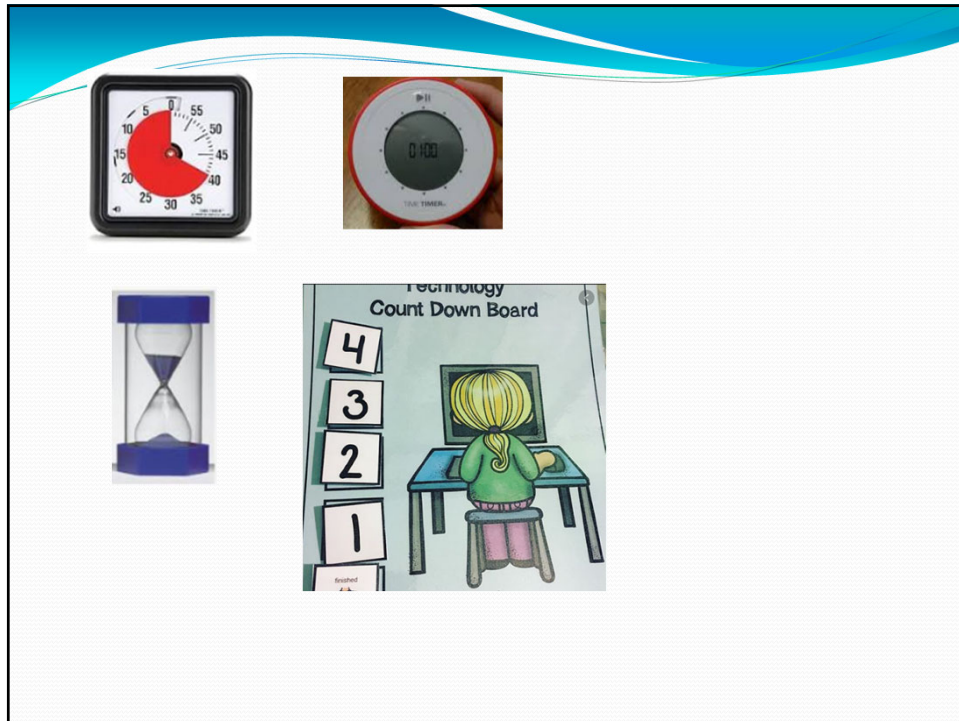
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Writing
1. Write each spelling word 5 times independently
2. Complete thinking map about bears as group
3. Using thinking map write introductory sentence for research paper about bears independently
4. When everything is finished read your SR book independently

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Establishing and Teaching Routines

- Classroom routines are tasks/activities that are completed daily
- These routines need to be taught
- Routines help reduce anxiety and develop independence
- Examples
  - When and how to sharpen pencils during class time
  - How to retrieve needed materials
  - How to line up
  - How to enter the classroom in the morning
  - How to enter the classroom after lunch
  - How to transition from location to location or activity to activity

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Establishing and Teaching Expectations

- Expectations for different activities
  - Read aloud with partner vs. read alone at desk
- Expectations for different locations
  - Inside voice vs. outside voice
- Expectations for using playground equipment
  - Where to run vs. where to walk
  - Areas allowed to go vs. off limits areas
- Rules for transitioning on campus
- Expectations for different classroom activities
  - Raise hand during whole group instruction vs. waiting for pause during small group time conversation and then giving your verbal input

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Use Highly Preferred Activities/Items During Instruction

- This makes activities more meaningful, motivating and relevant
- Over time, once the student has learned the skill, start to intersperse activities or items which are less preferred
- For some students, learning to do something new or being requested to do something which is challenging can be difficult. The idea is to use activities/items/themes which have a built in 'motivating factor' to teach the skill then begin to generalize having student use the skill with less preferred activities/items/themes

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Example:

The assignment is to write two sentences about the story that was just read. The student is learning how to compose complete sentences about a given topic.

Using Preferred Activities/Items:
- Have student use chrome book (preferred) rather than paper/pencil
- Have student draw a picture (preferred) and dictate sentences
- Have student listen to/read a different piece of literature which is about a topic student is interested in and write two sentences about it

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Give Choices/Options

- Gives student control
- Helps with motivation
- Examples:
  - Choice of book class will be reading
  - Choice of which writing utensil to use for assignment
  - Choice of sitting here or there
  - Choice of reading materials during silent reading time
  - Choice of two out of four worksheet pages to be completed
  - Choice of order in which tasks can be completed

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Altering Instruction

- Use of visuals
  - Video clips, photos, visual cues

- Use different modalities
  - Kinesthetic – moving around
  - Visual
  - Auditory
  - Tactile

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Alter the Curriculum

- Level of difficulty
  - Too difficult?   Too easy??
- Make the work meaningful
  - Write a letter to someone student knows or to someone student wants to gain information from rather than writing a letter to an imaginary person
- Modify the work given at that time to compensate for skill deficit
  - If activity is to find all proper nouns and capitalize them, modify it for a student that does not have that skill by highlighting all proper nouns and teaching student to look for highlighted letters and capitalize them (of course you want to teach this skill using direct instruction at a different time, but this allows for participation in activity)
- Modify the length of the activity

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- Example of modification

Directions: Find all proper nouns, cross out the lower case letter and replace with a capital letter on top.

mr. brown is going to the store.

The boys are going to viewmont elementary school today.

We are going to visit new york city this summer.

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Incorporate Sensory

- Sensory diet
- Different seating options
- Different ways to block out stimuli which may be distracting
  - Study carols, headphones
- Fidgets

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Pre-activity Planning

- Have all materials ready
- Have all behavior tools ready (i.e., token boards, timers)
- Have all curriculum modifications ready
- Have groups created
- Have all visuals needed ready (i.e., visuals to assist with behaviors, visuals to assist with cuing)
- Review schedule and any changes ahead of time with staff and then with students
- Be sure to arrange or re-arrange the environment for any new or different type of activity
- Be sure to review, review, review classroom and school expectations, rules, routines frequently
- Review assignments/tasks and use modeling prior to having students complete

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Establish Behavioral Momentum

- Student has a difficult time getting in his seat and waiting for instruction after transitioning in from recess
- Sitting in his seat right away is a low probability task so use high probability tasks to build behavioral momentum using compliance with easy tasks
- Example
  - As student enters the room deliver a set of quick, easy to follow instructions: "Can you please put these papers on my desk... turn on the projector... turn off the lights in the back...and now sit at your desk"

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In Summary .....

- Antecedent based interventions are strategies that focus on structuring and modifying the environment and conditions that occur before a behavior, so the behavior is less likely to occur
- This is a Proactive Approach

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